

Child Welfare Magazine

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Knox Hall, where the Congress Section meetings on home and school cooperation were held.



The first Vice-President of the International Federation of Home and School and his grandson.



The representatives from China.



Some Congress Delegates. Left to right: Mrs. Kohn, Mrs. Kendel, Mrs. Reeve, Mrs. Buhlig, Miss Murphy.



*University Hall, the Headquarters of the World Federation Conference
HERE AND THERE IN TORONTO*

All Around the World

BY

MARGARETTA WILLIS REEVE



Hart House, the Birthplace of "The International."

IN 1908 and twice after at three year intervals, our organization, then known as the National Congress of Mothers, called an international conference at the Nation's capital, and various foreign governments responded to the invitations sent out by the State Department, a few sending delegates and the majority appointing representatives from the personnel of their embassies. No permanent organization was attempted, and the war putting an end to the plans for the fourth international gathering in 1914, the work of the Congress was thereafter confined to the United States, though some correspondence was maintained with Japan and South America, where units had been carrying on similar activities.

Within the past few years there has been a marked stirring of interest in the parent-teacher idea. The CHILD WELFARE MAGAZINE, going as it does to thirty foreign countries, has brought frequent correspondence and the interchange of publications, and in the last two years letters have been received from nine nations, asking information on the American method of bringing about cooperation between home and school. It seemed that the time had come to test out this public sentiment and to ascertain the possibilities for the promotion of an international movement, the recent Pan-Pacific Conference having demonstrated the keen interest of the Orient and of South America in child welfare.

With the hearty approval and cooperation of the president of the World Fed-

eration of Educational Associations, Dr. Augustus O. Thomas, the National Congress of Parents and Teachers arranged to conduct a section in the World Conference which met at Toronto in August of this year, and to present in its three sessions the program of the parent-teacher movement, its methods and results, and its development of parent training and the pre-school phase of education as essential to the more advanced stages of home and school cooperation. Invitations to participate in this conference were sent to many countries and received most encouraging response, many organizations naming delegates and those unable to do so, expressing a desire for information as to the proceedings. The Ontario Federation of Home and School, in Canada, lent every possible assistance, and the meetings were a gratifying success. Canada, which has had provincial organizations in four of its divisions, decided that the time had come for national federation, and on August 11 formed the Canadian National Federation of Home and School, voting at the same time to recommend the inauguration of an international movement. Japan has a strong National Congress of Mothers' Clubs, which had recently urged the establishment of some means of international communication. The National Congress of Parents and Teachers called a meeting in Hart House, University of Toronto, on August 12, when seventy-five men and women from many lands assembled to discuss the proposed undertaking. The ap-

proval of the plans presented was unanimous, and then and there came into being the International Federation of Home and School, with a fully organized board representing twelve nations, to which two more have since been added.

THE object agreed upon is thus expressed: To bring together for conference and cooperation all those agencies which concern themselves with the care and training of children in home, school and community, and with the education of adults to meet these responsibilities.

Four objectives were outlined for the first year, as follows:

1. To act as a clearing house of information on the subjects involved in this program.

2. To publish an International News Letter.

3. To conduct a Biennial Conference, at the time and place of the meeting of the World Federation of Educational Associations.

4. To encourage in various countries the formation of national groups of the agencies described in the stated Object of the Federation.

A simple form of by-laws, sufficient for present needs, was adopted and the necessary officers and directors were duly nominated and elected. The directors agreed to serve as centers for information in their various countries and to encourage the formation, as rapidly as possible, of corresponding groups. Many isolated units are known to exist in almost every nation, and it was felt that the establishment of such centers would speedily bring about their federation. The officers and directors are:

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THINK what this may mean—the parents, the teachers, all the lovers of childhood, linked around the world, bringing together not only the adherents of special types of education, not only those struggling with the problems of social welfare, dealing with the child underprivileged, mentally, morally or physically, but those who are in daily, hourly contact with children and are seeking to know better how to make the best of the normal child!

This will be no close corporation, no restricted group, but a federation of all those forces which function in home, school and community, whether for the purpose of training parents or teachers or children, for the improvement of the conditions under which boys and girls of all ages live and work and play. Into this fellowship should enter not only the organizations drawing together home and school, or mothers or fathers or teachers, or the groups studying and working for the pre-school child, but also those who specialize in research, in recreation and the wise use of leisure; those who teach religion; those who are concerned with protective measures, with positive health as well as the cure of disease; for average, normal children cannot be separated into sections and pigeonholed for observation, except under certain rare and favorable circumstances.

SPECIAL conditions depend upon general ones, and there is need of a great forum for the consideration of the *whole* child in all his relationships, against the

background of his parents and the environment of his school and his community. In other conventions of the utmost value, the child is approached from the angle of the social agent, the health expert, the new educationist, each wise in his own specialty, accurate in technic and studiously applying his subject to The Child.

But there is need also for the reversal of this excellent and resultful system—for the opportunity to consider first the children; the kind and quality of parents they need and the responsibility of these fathers and mothers in the light of the agencies which have to deal with their failures; the share which teachers should have and should be expected to bear in the education of this whole child, as the temporary agents of the parents, and in consequent need of close contact with their partners in the great enterprise of child development; recreation, not only as a magnificent system, but as the expression of child life; art, music, the films and the stage, as active influences in home and school and community rather than as subjects in themselves to be viewed in a variety of applications.

IN thirty-two years of experiment and experience the National Congress of Parents and Teachers has established beyond question the fact that where parents are awakened to a sense of their responsibility in the home, of the necessity for co-operation with the school, and when in consequence home and school are working intelligently together, the need for corrective measures from the state or other agencies decreases in proportion to the promotion of preventive and protective activities by those in direct personal contact with the children in their normal environment.

A conference on this basis, meeting when educators are assembled from the four quarters of the globe, should be productive of immeasurable benefit.

This message goes to thirty nations in which there are readers of this magazine, and from them we hope to hear of interest and co-operation and to receive comment and suggestion, that this new assembling of the fundamental forces in education, this world-wide effort to develop better parents, better teachers, better citizens, who shall realize their individual responsibilities, may in turn develop the highest quality of that source of all future power—the childhood of the world.



The National Congress at the World Federation, Toronto, Canada, August 7-12, 1927.

The Summer Round-Up in the Community

BY RUTH A. BOTTOMLY, Assistant Director



The Bluemont Round-Up, Manhattan, Kansas.

THE Summer Round-Up of the Children has created a better community understanding, has brought about closer cooperation between home and school, has been responsible for a greater enrollment of pupils in the Kindergarten and First Grade, and has proven to the citizens the value to the individual child of a regular health examination, in addition to spreading the knowledge of the objects of the Parent-Teacher movement.

Du Val Parent-Teacher Association of Fort Smith, Arkansas, reports as a direct result of the Campaign, the examination of *every* child in the public schools of that city.

Garland School Parent-Teacher Association of Little Rock, Arkansas, informs the Campaign office that *all* children in the school will be weighed and measured monthly.

Lowell School Parent-Teacher Association of Wheaton, Illinois, states that the Round-Up Campaign will be carried

on for *all* the school children and because of the actual statistics presented of the number who would enroll for the first grade, a full time teacher has been secured.

Parent-Teacher Association of Olive Branch, Mississippi, reports, as a result of this work, the organization of a Pre-School Circle which will be devoted to the study of the health of the child and will reach particularly the mothers in the rural districts.

Jefferson Parent-Teacher Association of Warren, Pennsylvania, writes that a direct result of the Campaign is the recognition by the other schools of the town of the need for a Parent-Teacher Association.

West Brunswick Parent-Teacher Association of Brunswick, Maryland, reports that, due to the results of the Summer Round-Up Campaign, a movement has been started to secure a Public Health nurse for the town.

Vocational Effectiveness

BY DR. EDWIN A. LEE

President, National Vocational Education Association

PART II

THESE ARE THE TASKS I WOULD HAVE YOU SET YOURSELF TO DO

AS PARENTS, I would have you recognize the importance of the parent-child relationship as it relates to the choice of a vocation. Ideally the best counselor of a child as to the life-work he should follow is the parent of that child. No one knows the child better than the wise parent, yet it is the rare father or mother who is wise enough to counsel effectively with the boy or the girl on this matter. That this is so is due largely to the limitations of our own education. How can we counsel concerning that of which we ourselves are ignorant? Aye, we are ignorant, and, recognizing that ignorance we have taken the first step in its eradication. For there is no excuse for our remaining ignorant. There is already a rich and growing bibliography in this field. As individuals you can become intelligent concerning vocations, their requirements, their limitations, their rewards, the training necessary, to the end that you may wisely counsel with your child concerning the choice which is second only to that of choosing a husband or wife. As Parent-Teacher Associations you can form study groups on the problems of choosing a

vocation, you can sponsor a vocational shelf in your city and high school libraries, you can influence your high school principals and city superintendents to make adequate provision for an effective program of counseling as an integral part of your public schools.

Be alive to the danger that you may unconsciously become the dictator rather than the counselor concerning your child's future. Respect your child's individuality. Lay before him all that you can learn concerning those vocations in which he may be interested, but take not from him the privilege and the responsibility for making the final choice.

Be on your guard, as parents, against the charlatans in the field of vocational guidance—the phrenologists, the character analysts, the applied psychologists, the astrologists. There is no royal road to vocational choice. There is no person competent to prescribe for your child

the vocation he shall follow. Yet there will knock at the door of your city many who possess the secret key which will unlock the mystery, for a financial consideration. Shun them! There is no place in the vocational guidance movement for the pseudo-scientist.

THESE, THEN, ARE THE TASKS I WOULD HAVE YOU SET YOURSELF TO DO:

Train yourselves, both as individuals and as Parent-Teacher Associations, so as to be intelligent concerning the problems of vocational counseling and your part as parents in solving those problems.

Familiarize yourselves, as individuals and as associations, with modern thought in vocational education.

Familiarize yourself with your local conditions as they relate to the problem of increasing the vocational effectiveness of your sons and daughters.

Finally, achieve intelligence concerning the vocational program of your public schools.

If you will do these things, it will not be necessary to ask you to foster vocational education. You will be unwilling to do otherwise.

A SECOND task I would set for you. Familiarize yourselves, as individuals and as associations, with modern thought and practice, in vocational education. Set yourself the problem of learning through reading and investigation the real meaning and significance of such terms as part-time school, cooperative education, industrial arts, trade tests, industrial psychology, vocational rehabilitation. Each term connotes a fascinating activity now going on in vocational education with which you as parents should be acquainted.

Familiarize yourself with the program which your own school is now attempting to carry out. If there is no program, it is time to find the reason for its non-existence. If there is a program, you and it will benefit by the study. Investigate the working conditions of your community. Ask whether or not the schools are preparing for entrance into the occupations represented in your city. Ask whether or not the schools should prepare for any or all of those occupations. There may be many reasons why they should not. Scan particularly those trained in the vocational classes. Do they make good? What elements contribute to their success or non-success? Examine the evening schools of your community. Investigate the adult education program. Visit the continuation school. All are parts of vocational education. Each will broaden your vision to the challenge of education for vocational effectiveness. Each will show forth the evidence that here at least the public schools are grappling with reality, and in grappling are gaining the strength which comes from such contact.

THESE ARE THE FAITHS I WOULD HAVE YOU HOLD

YOU have heard it said that the gospel I have been preaching is vicious, that he who advocates the vocational training of youth would prostitute our public schools to the unworthy ends of crass materialism and base utilitarianism. I would have you believe that he who trains a man to economic independence sets that man free. Is

he who rides poverty's mare, free? Is he whose hands and mind are unskilled, free? Is he whose life is unpointed because of the absence of the lure of his work, free? Is he who loves the beautiful free to love if he can neither create nor possess the beautiful, whether it be in art, literature, or music?

I would have you believe that the money a man earns by the skill of his hands or the keenness of his intellect is wonderful because of what it makes possible in the life of that man.

It is glorious that through my work I secure a medium of exchange for the other things I crave—beautiful pictures, lovely gardens, travel to the majestic mountains and tranquil lakes. I am enabled to give of myself to movements in which personally I can otherwise have little part—contributing to the campaign to put over the community chest, or helping to build a Y. M. C. A., or feeding a baby in Russia, or sending the word of God to foreign lands. All this, and more, I can do if I have been trained to work so well as to be worthy of hire, for the money I earn opens wide the gates of the world.

YOU have heard it said that vocational education and education for culture are antagonistic aims. I would have you believe that instead of being antagonistic they are interdependent. It is the productive citizen who will create, other things being equal, the home that will mean most to those who are to live therein. It is the individual who is not dependent upon state or city or charity who will make possible that type of family life in which true culture reaches its highest exemplification. Poverty and culture are no kin. There can be little of the joy of living or appreciation of the finer things of life when outside the door lurks the gaunt specter of hunger and want. Likewise, the possession of wealth, be it much or little, is no guarantee that he who possesses it will achieve that content and happiness which comes as the result of the wise expenditure of that which he has

earned. For a full life each is necessary to the other. There is no antagonism except in the minds of those whose vision is befogged by prejudice.

YOU have heard it said that it is wicked to cause a child to think in terms of the work he is to do in the world. I would have you believe that it is greatly to be desired that your child should build his educational program around what President Eliot called the life-career motive. Nothing is more real to the child than the work his father does except the love that father bears him. And the love and the work are curiously intermingled, for the father works so that he may more richly manifest his love. All around him the child sees people at work, most of them happy in the doing of it. He sees beautiful

pictures in his favorite books, and he learns that a man worked that he might have the picture. He sees a church which he learns to know as surpassingly lovely and he finds, or possibly sees that men worked to build it. Everything of worth, he comes to believe, is the result of the work of someone who gave of his best that it might reflect the finest craftsmanship of which he was capable. And then in our conscious education of children, we blindly attempt to make work lowly and unworthy. Work in itself can never be base; it is only the worker who is unworthy. Through his work man expresses himself, he creates, he builds, he makes the crooked places straight, the un-

clean places clean. I would have you elevate work to its rightful place in the hearts and minds of this generation. School and college are places in which to "get by." Courses are chosen not because they challenge, but because they are "snaps." Work is counted as something degrading. We have developed a "white-collar" class who would rather sell bonds than build the railroads and bridges these bonds make possible; who would rather sell lace than grow the flax from which the lace is made. I would have you believe that not only is it desirable, but necessary that our boys and girls shall think more and more of the work men do.

YOU have heard it said that industry should train its own workers, by which those who say it mean that the schools do not exist for the benefit of industry. I

would have you believe that the only institution worthy to be entrusted with training for vocational effectiveness is the public school. In industry the primary consideration is production at minimum cost. Training is a subordinate consideration. In the vocational school youth is the primary consideration. Production is subordinate. In this distinction lies the basic argument for vocational education at public expense. Apprenticeship when it existed, and let me remind you that it is gone, consisted of one-fourth education and three-fourths exploitation. The new apprenticeship is here, but the master is the public school.

**THESE, THEN, ARE THE
FAITHS I WOULD HAVE
YOU HOLD:**

He who trains a man to economic independence sets that man free.

Culture and vocational effectiveness are interdependent. For a full life each is necessary to the other.

Work and life are one. It is desirable and necessary that our educational program recognize this fact.

The public school is the only institution to which we dare entrust the vocational training of our boys and girls.

This Is the Prayer I Would Have You Pray

Oh, thou Jesus, who art the friend of those who toil and who thyself first worked as a builder of homes before thou builded men, hear the prayer of the fathers and mothers who would teach their children to work.

Give to us, we beseech thee, a new understanding of the blessedness of work. Teach us to desire for our children that they shall be caught up in the thrill of life devoted to the doing of those tasks which challenge us on every hand.

Give to us a vision of the reality of the reward of work well done, whether it be in the full glare of high position or in the dim shadow of obscure service.

Endow us with an appreciation of the necessity for providing that boys and girls shall be taught to work gladly and effectively, and give to us insight that in so providing we shall ever keep our vision keen and clear as to our high purpose.

Cause us, oh God, never to lose our sense of the richness of personality in our children. Aid us in our desire to serve them as wise counselors and sympathetic guides as they search for a work to which they may give a life-time of devotion. Protect them and us from anything which would take from them the gift of choice, and in thy wisdom, endow them with a realization of the sacredness of that gift.

Grant to us satisfaction in the work we do. May our children never be ashamed of that which their fathers and mothers have done carelessly, or inadequately, or without heart. Help us to meet the tasks of each day with our faces toward Thee in the certainty that Thou hast ordained these tasks to be done by us. Grant to some of us the exquisite joy which comes to that father whose son chooses to do that which his father has done before; to that mother whose daughter sees life's highest calling exemplified in her mother.

Bless thou the teachers of our children, O Lord. May they be possessed of penetrating discernment, boundless sympathy, insatiable thirst for the complete development of youth. May they be rich in experience, open-minded in training, clear-eyed in their purpose. May they embody in their personality high ideals of work, lofty standards of achievement, keen dissatisfaction with the acceptance of anything less than the best of which one is capable. May we accept them gladly as co-workers with ourselves and Thee as nurturers of our children.

Finally, may we truly see that in all we do Thou art working in and through us. Cause us to realize that nothing we build is built except through Thee. When we consider Thy moon and Thy stars, may we realize anew that they are the work of Thy hands, that the work of our hands may be the work of Thy hands. Thus may we see the blessedness of our work and dedicate ourselves and our children to the task of doing it so well that it may be pleasing in Thy sight.

In the name of the lowly carpenter we ask it. Amen.



The Child Out At Night

BY DOROTHY WHITEHEAD HOUGH

“**E**VERY child under twelve years of age should be at home and in bed at eight o'clock every night.”

How often we see that written or hear it said in essays and lectures addressed to parents, only to find, on the next page of the same paper, perhaps, an article urging parents to bring the children to hear this or that speaker on some subject of vital importance to everybody.

A few evenings ago in my community a lecture on birds was advertised. It was a free lecture and the children in the schools were urged to attend, as the speaker was an authority on bird habits. There were to be slides showing bird life to make it more interesting to the children. An excellent idea and a subject about which every child should know as much as possible, but what about the bed-time rule? Only the week before the town had celebrated Health Week, with many good lessons taught to both children and parents about the importance of regular hours of sleep.

You may say, “Oh, it doesn't hurt the child to stay out once in awhile when there is something as fine as a lecture on birds.” And that is perfectly true, the chief difficulty with the argument being that there is something fine for the children to go to almost every week. If we once begin letting down the bars it is very hard to draw the line between something they can't *afford* to miss and something they can't *bear* to miss.

It is not to the lecture but to the details of the arrangements that parents who wish to keep their children on an uninterrupted bed-time schedule object. At this lecture about birds the audience was made up very largely of children, perhaps seventy-five per

cent being boys and girls. Those who planned it expected this, and they had done everything possible to interest the youngsters to attend, which was quite right, for children ought to be better informed about birds. The difficulty was the hour chosen—the speaker did not begin until almost eight-thirty.

Now everyone knows that eight-thirty is after bedtime for a great many children and it is hard for them to keep awake after the usual hour at which they are in the habit of going to sleep. Even before the address began the children were growing restless, for there had been a half hour of music first. It was very nearly ten o'clock before the speaker had finished his talk, and long before that time the constant, restless motion among several hundred little folks created a stir that made it almost impossible for those who were still interested to hear what was being said.

It is very difficult for an adult to concentrate for an hour and a half without becoming somewhat tired. How much more of a strain is it for the child of school age. Yet here was a large number of them gathered together at a late hour, and expected to keep quiet and be attentive. Perhaps more than one tired little chap was scolded that night for not sitting still, and nerves already worn were frayed still further by an unreasonable parent.

If this protest reaches the eyes of even one speaker who is planning an address for the benefit of children; if it is read by the leader of one organization that is preparing a children's entertainment and influences him to consider carefully the hour and the length of the program it will have accomplished something for the children. Enter-

tainment that is intended principally for children should begin not later than seven-thirty and should close by nine o'clock. If it is a lecture the speaker should realize, before he begins, that the average child cannot listen attentively for an hour or more. A brief but forceful talk of forty minutes is better than a rambling speech of twice that length, and will be much longer remembered.

It is not always possible to arrange every program for a Friday or a Saturday evening, but it is not fair to any child to keep him up until two hours after his usual bedtime and then expect him to do his school

work as well as usual the next day. Teachers will all agree that their work is immeasurably more difficult the day after some entertainment that has kept a large number of their pupils out to a late hour.

It is not a good argument to say that seven-thirty is too early for an entertainment to begin for we know that the movies start even earlier and a good audience manages to arrive on time, especially if the film is a favorite. There may be times when the later hour is unavoidable, but in most cases it is thoughtlessness on the part of those who are making the plans that creates a situation such as the one I have described.

A CODE FOR PARENTS

DR. ERNEST R. GROVES, one of the prominent speakers at the Oakland convention, gives in *Harpers Magazine* a code of conduct for parents, which he says is the gift of science:

Don't show off your child

It is not the duty of the child to feed a parent's vanity, but the parent's task to forget self-pride in dealing with his child.

Don't hurry your child

Adulthood is not a station toward which the child should be rushed, but a product of growth, and the growing process is the important thing. You can't mould children; they have to grow.

Don't use your child as a means of ridding yourself of emotions that you dare not express to equals

Don't expect commands to function in place of fellowship

Children can be led but not driven in these days.

Don't lie to your child or permit any one else to do so

Your real opinions and beliefs may be far enough from the child's later judgment, but your deceit will be hopelessly distant. Sentiment easily leads to false statements.

Don't use fear as a whip

Fear can only succeed by making slaves, and slaves, even when obedient, are poor substitutes for full human beings.

Don't stress the weaknesses of your child

He may take seriously what you point out to him and develop feelings of inferiority, or he may glue his attention on your own weaknesses and lose respect for you as a harping hypocrite.

Don't tell your child that he cannot reason

He can and will if you have the wit to help him.

Practical Idealism

BY THE AMERICAN RED CROSS

SERVICE that knows neither race nor creed, continent nor hemisphere, is the ideal of the Junior Red Cross, that international alliance of school children which has enlisted the support of educators in fifty countries and has a total membership of between nine and ten million girls and boys.

A prominent American educator, Dr. Henry N. MacCracken, president of Vassar College, sees in the movement a factor for the promotion of world peace, since the children, by writing and exchanging gifts with one another, have learned that boys and girls everywhere are pretty much alike and can be good friends even though oceans separate them. It is impossible to estimate now, when the Junior Red Cross is but ten years old, what effect the good will being fostered by these children will have in international relations a generation hence when they have grown to "man's estate."

In this country the Junior Red Cross has a membership of more than five million children. Through their Children's Fund they support, among other projects, a vocational school in Albania, founded soon after that country had gained its independence as a result of the World War. The object was to help the country along the road of modern progress by training its youth. One hundred and fifty boys attend the school, which was built by Albanian labor, of materials assembled from all parts of the world. The Albanian government



has been deeply interested in it, contributing to its development as far as possible, and will ultimately assume complete responsibility.

"We learn things and try to apply them by helping our country," one Albanian boy wrote to an American school. "After graduation we expect to help Albania much."

In their own country American Juniors find many ways to serve. In one city they built and equipped a play-room for a children's tuberculosis sanitarium, including a library and workshop where boys

are instructed in manual training by a teacher paid by the Junior Red Cross. They have given entertainments in hospitals and contributed gifts to shut-ins. They have provided milk and hot lunches for undernourished children in schools where there is need, and they have supplied scholarships to gifted children who were too poor to continue their schooling.

No better example of service can be cited than the way the Juniors rose to the task of raising funds to carry on relief work in the Mississippi Valley. On their own initiative these youngsters, who had seen pictures of the desolation in the movies and in the newspapers, undertook to do their bit. Their money-making schemes were as original as they were varied. One youngster caged the family cat as the jungle feature of a five-cent sideshow. Hundreds of toys went under the hammer at sales, and Navajo Indian Juniors, on an Arizona reservation, decorated paper plates with

copies of sand paintings sacred to their tribe and sold them for the flood sufferers.

"We worked awful hard to get the \$3.12 and we hope it helps the flood victims," reads a letter from the "Exclusive Players" of Berkeley, California, to a San Francisco editor.

"For admission we got rags and papers and nickels. We sold the rags and papers to the rag man. Our mothers made candy that we sold between the acts." This was the official report on a show staged by twelve children for the relief fund!

Many children sacrificed money they had been saving for special purposes to help the

Red Cross, and one high school class gave up its annual banquet in order to contribute the money collected for it to the flood sufferers. Cherished toys found their way into the refugee camps sent to help the little refugees to while away long hours.

Examples of service could be multiplied a thousandfold if space allowed, but these at least give an idea of what the organization stands for and seeks to accomplish. You can help advance the Junior program by enlisting in the American Red Cross during the Eleventh Annual Roll Call to be conducted from Armistice Day to Thanksgiving.

"Summer's Best of Weather and Autumn's Best of Cheer"

EARLY autumn still provides mild dry weather for camping excursions. The nights are cooler now and the harvest moon sheds a soft light so clear and full that evening hikes and game programs may be successfully carried out on home grounds or public greens during the long and pleasant evenings.

October with its clear skies and glorious days is just over the horizon. This brings to us pumpkin pies, ripened nuts, cider, harvest festivals and glorious evenings. During October we may still find goldenrod, asters, and October's flower emblem—and I wonder who will be able to give its name. We have had the companionship of trees all spring and summer and now we are to see them in a new mood and with added interest. We can only know them well by calling them by name and by visiting them frequently.

"To learn how they live and behave in pure wilderness, to see them in their varying aspects through the seasons and weather, rejoicing in the great storms, putting forth their new leaves and flowers, when all the storms are in flood, and the birds singing, and sending away their seeds in the thoughtful Indian Summer, when all the landscape is glowing in deep color enthusiasm. For this we must love them and live with them as free from schemes and care and time as the trees themselves."—*John Muir.*

Attention

Attention is called to a regrettable error in the caption on page 39 of the September issue. The building pictured is the Memorial Chapel, not the Phoebe Hearst Memorial. The latter building is at the University of California, Berkeley.



Mothers and children, attending a Children's Health Conference in a village church, waiting for an examination by the staff of the Health Car operated by Sheppard-Towner and State Health Funds.

Pennsylvania Protects Her Pre-School Children

BY FRANCES SAGE BRADLEY, M.D.

PENNSYLVANIA is making the most of the last lap of the Sheppard-Towner Law to safeguard her young children. In a state of such great area it is impossible to reach this vast army of little folks by ordinary means, and in 1925 a truck similar to that introduced by the Children's Bureau of the U. S. Department of Labor was used with such satisfactory results that a second was added for use during the summer vacation.

The trucks began their rounds June 1, one in the extreme northeast corner of the state and one in the northwest. They gradually converged towards the middle where they met about September 1, having covered what is known as the neglected portion of Pennsylvania—neglected only by virtue of its isolation, one county having but ten miles of paved road, while others lack adequate medical and nursing service. These counties will not be neglected long if one may judge by their eagerness to book dates for a visit of the truck to their communities.

Disappointed but determined to be more enterprising next year, men and women of

Counties A and B watch mothers and even a sprinkling of fathers trudge with their children from a mining, lumbering or manufacturing district of Counties C and D; or see them motor from a suburban estate or a residence on the hill to a Children's Health Conference held by the staff of the truck in a local school or community house.

This staff consists of two doctors, two dental hygienists, one public health nurse, and such other assistants as may be assigned from localities visited. Of course, the personnel give no prescriptions or treatments, but they weigh and measure children under six years of age, and help parents to see where they are succeeding and where failing to secure the best possible results during this hazardous but responsive period—and what they can do about it.

Doctor Dublin would adore the twins and triplets brought by prideful parents to the conferences. No race suicide in Pennsylvania! From a mining section comes an excitable Italian mother with her troop of bow-legged, pot-bellied, big-eyed bambinos. From a Dutch settlement old Dobbin ambles along, his white-topped rockaway



When crowded for room in village quarters the Dental Hygienists move outside.

bulging with a family of Ammish, Menonite or Dunkard escaped from a delightful daguerreotype, the father in long coat and flat, broad-brimmed hat; the sombre-garbed mother looking neither to the right nor the left in her lace cap and close-fitting bonnet, her tight waist and kerchief, and concealing, flowing skirt; and a train of solemn, repressed children in pigtails and unadorned hats, in long dresses and black straight jackets all hooked down before, children to whom play and spontaneity seem unknown.

Who Comes to the Children's Health Conference?

Among those visiting the Children's Health Conference is the mother who reports that her baby is not gaining on the food which made neighbor Smith's baby fat as butter; and the one who admits that Johnny snores and is dull in school, yet when shown his adenoids and tonsils, or his sister's "bay window," poor posture, and flat feet, protests these are inheritances from Daddy. One woman wonders why her Susie is white and tired and thin in spite of eating the live-long day; or why Billy sucks his thumb, gnaws his nails, or has other objectionable habits. Tantrums cause constant perplexity, though the problem child often resolves itself into a problem mother. A solicitous but skeptical parent often refuses to accept as final the local doctor's

diagnosis concerning a helpless arm or leg, a defective hip or spine, until confirmed by the conference physician. A couple, fearful yet impelled to know the truth, bring a little fellow with lolling head, thickened tongue, and a queer, blank look in his far-away eyes. "Yes," they confess, "Our doctor said he was not just right, but is this possible? Can *nothing* be done?"

Some have doctors and some have none. Of course, there is the woman who has borne and reared nine children with no medical help. In fact, she boasts of keeping her family well by steering clear of doctors. Instead she makes her own remedies of native herbs as her mother and grandmother did before her; and the woman who spends a goodly share of her meager income on patent medicines and quack "cures," employing a traveling "doctor" or one with a "gift of healing." And so on and on.

But there is also the mother who knows the need of her child and has not the means or knowledge of how to meet it; and the one who after losing one, two or three children is desperately eager for advice, eager for the follow-up work of a county nurse, eager to send her child if need be, to a suitable institution for his relief or cure.

What After the Children's Health Conference?

Even at this early date the Pre-school Campaign is bearing fruit. Before the

local nurse has had time to follow up cases needing medical or surgical care, local doctors are reporting visits from little patients referred to them by the conference physicians. Already clinics are being arranged, and provision made by public-spirited individuals and organizations to meet the necessary expense of certain remedial work.

One small town is negotiating with the Preschool Division of the State Department of Health for a full-time public health nurse; and another for a dental hygienist. One is establishing a permanent child welfare center, and another is paving the way for an ordinance requiring a clean bill of health from a reputable physician, together with a vaccination certificate, for admission to school. In another community the periodical examination is leading to a demand for similar service for grown-ups. But this is another story.

What Does the Public Think of It?

That the campaign meets with the approval of the medical profession may be assumed by the promptness and thoroughness of their co-operation, themselves meeting the staff upon its arrival with their own

children for examination or their own little patients for conference. One doctor made three trips in one day to distant homes to bring obscure and difficult cases for consultation with the government and state specialists.

That the campaign appeals to the general public is evidenced by the untiring co-operation of local organizations and committees in making necessary preliminary preparations; in obtaining buses, trucks, and cars to insure 100 per cent attendance of children at the conference; and by the zeal and persistence with which parents seek the examination of their children. Upon occasion they present varied and ingenious alibis for smuggling in children debarred by age or illness (for, of course, only so-called "well" children are eligible for examination).

When the time was not half over, the number of children examined had run well into the thousands, more, probably, than could have been reached by any other known means. And Pennsylvania is but one of many states which, with the help of the Children's Bureau, is reaching her rural children—the backbone of this great nation.



State Health Car operated under Sheppard-Towner funds for the protection of Maternity and Infancy. The difficulty is to keep out the oldsters. Everybody wants to be examined.

Children's Reading

Prepared by the National Committee on Children's Reading of the National Congress of Parents and Teachers, in Cooperation with Children's Book Week, November 13-19, 1927

SARAH BYRD ASKEW, CHAIRMAN

A few suggestions which may also be used for a Year Round Program. These suggestions supplement those published in 1926.

"Could we give one gift to every child, we should choose the love of books."—William Frederick Bigelow, in Good Housekeeping.

ORGANIZE YOUR COMMUNITY FOR CHILDREN'S BOOK WEEK.

Have a committee consisting of representatives of the welfare and educational associations of the community, including the schools and the churches.

Secure the interest of the newspapers.

Arrange for book exhibits in store windows, schools, libraries, and book stores.

Ask ministers and Sunday-school superintendents to emphasize the value of good reading in character building and religious education and training.

Persuade your moving picture theatres to run book films.

SUGGESTIONS FOR NEWSPAPER PUBLICITY.

Page of reviews of "Books I Like Best" by children.

Reviews of favorite books read before sixteen by prominent men and women of the community.

Pictures and complete reports of varied activities of schools and civic organizations during Book Week.

Contests for newspaper use:

Book titles from description of characters.

Questions about popular children's books; best answer.

Pictures from famous children's books; identify.

Hidden book titles in story, such as "Oberon Otherwise Bill" (this may be secured from English Department, High School, Albany, N. Y.).

SUGGESTIONS FOR COMMUNITY ACTIVITIES.

Pageant of books: each boy and girl dressed to represent a book jacket. Parade through principal street.

Series of tableaux: "History of the Book," showing writing on stone, on clay tablets, writing of manuscript books, first printing press, etc. Postal cards of pictures in Library of Congress will aid in this greatly. They may be obtained by writing to Library of Congress.

Play by children either taken from a book or made up of characters from many books.

Story hour each afternoon for different ages of children.

A Book Week party at which the boys and girls give a story from a book which they bring with them to the party.

COMMUNITY CONTESTS FOR BOYS AND GIRLS. PRIZES TO BE GIVEN FOR THE BEST.

Posters on some subject relating to books, the posters to be displayed in the local store windows.

Designing of book plates. Have the book plates on display at the end of the contest.

A story-telling contest.

Dolls dressed to represent book characters.
Articles made directly from instructions in books without outside aid.
Clay models of favorite characters from storyland.
Cardboard models of cutouts of favorite characters from storyland.
Illustrations for favorite story.
Paper dolls illustrating favorite character.
Suggestions for the care of books.
Stories of a book read.
Scene from a favorite book; either drawing, modeling, or cutouts or combination.
Illustrated book reports.
Lists of ten books for boy or girl.
Lists of ten books for reading aloud.
Advertisements of best books.
Plays suitable for Book Week.
Ideas for book exhibits.
Debates on best books.
Book tableaux for display window.

BOOK EXHIBITS.

Books which promote international friendship.
Fifty books selected by ballot of school children.
A model class room library.
Twenty books every child wants to know.
Child's own library selected by a delegate from each school.
A good home library.
Best loved books from the children's own libraries with slips clipped to the books telling who loaned them.

SCHOOL COOPERATION.

Compositions on book topics.
Play in auditorium.
Book lists compiled by children.
Exhibit of books in each class room.
Sand table models of scenes from favorite books.
One assembly devoted to books.
Story hour in each class room.
Book talk in each class room.

PROGRAMS FOR PARENT-TEACHER ASSOCIATION MEETINGS.

Every local Parent-Teacher Association should have an afternoon devoted to children's reading during this week. Subjects and ideas for such meetings are given in the leaflet, "Projects and Programs," and in the leaflet, "Children's Reading," both to be secured from the distributing center of the State Branch.

Material to carry out programs may be had from state, county, and local libraries, the American Library Association, 86 East Randolph Street, Chicago, National Congress of Parents and Teachers, and the following material may be obtained free from the National Association of Book Publishers, 25 West Thirty-third Street, New York City:

Typical Book Week Observances of 1926, with suggestions for contests and publicity.
Book Week Projects for Teachers.
List of Important Book Lists.
List of Recent Magazine Articles about Boys' and Girls' Reading.
Selected Book Films.
Books as Standard Equipment.
Poster: Books; Romance, history and travel designed by Wyeth in color.
Thirteen Points for Children's Reading.
Motion picture slides with imprint, 50 cents each.



Recreation

CONDUCTED BY

J. W. FAUST

Playground and Recreation Association of America National Chairman, Committee on Recreation

THE COUNTRYSIDE DRAMA

BY ALFRED G. ARVOLD

Founder of the Little Country Theatre, North Dakota Agricultural College, Fargo, North Dakota

THE most interesting part of a community is the people who live in it. After they have discovered the great thought in life—that it is not so much where you reside as the vision you put into the place in which you happen to be—they can make any neighborhood or community attractive in every sense of the word. What most country communities and small towns lack in America are men and women who possess a vision and real leadership. It is just as essential to build up a healthy and vigorous life in the open country as it is to strengthen life in our larger centers of population. The need of the creative, or the development of the imaginative in order to make life more interesting, is necessary to the welfare of American life, especially in the great open country.

One of the significant forces that stimulates the creative in any community is drama. It is just what Victor Hugo said it was, the Crucible of Civilization—the place where the human soul was formed. Drama is something more than a plaything. It is the medium through which every art, in fact life itself, can find expression. It is universal. The dramatic instinct in civilization is everywhere prevalent regardless of where people happen to live—in the noisy city or in the silent country. Few men and women realize that the beginnings of all drama came out of the soil, so to speak. A careful perusal of "The Golden Bough," by Fraser, "Ceremonies and Customs," by Picart, Chambers' "Book of Days," and dozens of other treatises will justify the foregoing statement. A knowledge of these

books gives one an insight into the dramatic ceremonies practised by men and women in bygone days. If the country people could come to a realization of the fact that they possess a rich dramatic background and that "there are tongues in trees, sermons in stones, books in running brooks, and good in everything," they would undoubtedly see more of the romance and beauty out in God's acres.

THE possibilities for the development along dramatic lines in the rural world are tremendous. During the last twenty years it has been the good fortune of the writer to work constantly with people in country communities. After a careful examination of nearly ten thousand inquiries received from nearly six hundred communities in the Land of the Dakotas, as well as from every state in the Union, and fifteen or twenty foreign countries throughout the world, he has come to the inevitable conclusion that people who live in the country love drama in the broadest and biggest sense of the word. Just recently an experimental production of "Peer Gynt," a play in five acts in verse, by Henrik Ibsen, was presented in The Little Country Theatre at the North Dakota Agricultural College, Fargo, to show that a difficult piece of dramatic literature can be effectively presented on a small stage in a hall with a seating capacity of three hundred and fifty. When one considers the countless numbers of people who live in small towns and country communities, the question naturally arises, why should these folk be denied the privilege of occasionally seeing a great drama, simply because a large playhouse has been considered necessary for its production? An occasional attempt to present a difficult play that has a big thought back of it would never do any small town or country community any harm. It would doubtless stimulate the creative instinct in the people who live in what civilization terms—"those out-of-the-way places." One of the greatest pieces of constructive work that can be done today in the field of education is to build up the creative in the minds of young men and

women in order that they may contribute something toward making life in the small towns and open country more attractive and genuine. It was with this thought in mind that "Peer Gynt" was presented in The Little Country Theatre. All the scenes used in the production were painted by the young men and women whose homes are out here on the prairies of the great northwest. The costumes were designed and made in the same manner. Approximately eight hundred people saw the production during the two evenings it was presented. On each night nearly one hundred people were turned away. They came from distances ranging from twenty to three hundred miles. For three hours and fifteen minutes they sat spellbound and listened to a dramatic exposition of Ibsen's philosophy. It was a remarkable experiment which showed that people in the open country do love the drama—even something of a classical nature. One might go on indefinitely and cite other instances to show that big things in drama can be done in the country as well as in the city. The talent is there, providing somebody can get it to express itself.

DRAMA in the open country is more or less seasonal. In the fall people seem to like festivals, in the winter, short plays and long plays, and in the spring and summer, pageants. Their festivals and pageants are usually original in composition and nature. Frequently we see original plays presented. It is not an uncommon thing to see a crowd of from five to ten thousand people witnessing a pageant at one of the County Play Days, a feature characteristic of this section of the country. While a great many of these pageants are historical in their nature, sometimes they are allegorical. Themes depicting the life of the county or community seem to be extremely popular with the huge crowds that look at these outdoor spectacles. One-act plays are always popular. In a county some sixty miles north of The Little Country Theatre a group of rural neighborhood clubs is staging a one-act play contest in a consolidated

school. Twenty years ago whoever would have thought that such a thing would happen in drama? While country people love comedy, they, nevertheless, like serious drama as well. The drama is fast becoming as popular as music with crowds, especially up in this great northwest.

One of the greatest pieces of constructive work that the National Congress of Parents and Teachers might do is not only to stimulate an interest in the drama in rural and consolidated schools throughout America, but also to encourage school boards when building consolidated school houses, to put in a stage or platform large enough to accommodate a one-act or a three-act play.

In the thousands of consolidated schools and community halls that the writer has been in during the past few years, he has found, especially in the new buildings, large gymnasiums with stages at one end for plays. This is surely a healthy sign for the future development of the drama in the country as well as making life more interesting and attractive in rural neighborhoods.

If the drama can be used as a medium to help people find their true expression in the community in which they live, it will have been one of the great forces in aiding the onward march of a bigger and greater civilization.

Hallowe'en Celebrations

By the Playground and Recreation Association of America

SHALL it be a night of rowdyism and vandalism or shall it be an occasion for neighborhood groups to come together for a wholesome good time—a celebration of which our city may be proud?"

This is the question which many communities are asking regarding Hallowe'en and the stories from all parts of the country of celebrations in which whole cities have participated are satisfactory evidence of the effectiveness of the new idea of Hallowe'en which has come into being during the past few years.

"Only a few years ago Hallowe'en was the time of rowdyism over this and other cities," reports a paper in Grand Junction, Colorado, "and a long list of offenders faced the police court on the morning after. This year this is all changed. Not an arrest was made in Grand Junction last night, and as far as could be ascertained this morning, no damage of a material nature was done during the night. In past years it was necessary to employ a large number of extra police to keep the peace. This year, also an exception to this time-honored rule, the regular members of the police force only have been on duty. At police headquarters it was stated that there had not been a sin-

gle complaint of rowdyism or damage over the city. No old-time Hallowe'en celebration would have been complete without from one to half a dozen or more false fire alarms. This year not an alarm was sounded, the firemen enjoying their usual good night's sleep."

This report is typical of the many which are offered by cities everywhere who are substituting community celebrations for old-time revelries. And it is often a very simple informal celebration which catches the popular fancy and diverts energy and enthusiasm into proper channels. Just to feel that one is a part of it is the thing! In Grand Junction there were not more than eighteen decorated floats and autos, but hundreds of costumed pedestrians romped in the parade and enjoyed the trip through the Halls of Mystery at two of the churches. Or it may be such an affair as a Louisiana city held, when the children in costumes and false faces paraded with a tinpan band and enjoyed the camp fire and picnic supper presided over by the Boy Scouts.

In Boston several settlement houses banded together for an evening of fun and a parade through the streets of the South End. Headed by the Boy Scout band and

an escort of police, the children in costumes of every description marched to the Franklin Street Playground where they were reviewed. At every corner the parade was joined by additional masked forces, who burlesqued, mimicked, bantered and shouted, making the most of their night of fun.

There are, too, the more elaborate celebrations attended by thousands, in the preparation of which all the organized groups of the city have a part. Such a celebration was held in Centralia, Illinois, where in spite of extremely cold weather a crowd of 15,000 came out to see a parade ten blocks long with its floats, circus performers, animals, pirates "brave and bold," the Queen of Egypt with her attendants, Mother Goose characters romping merrily, and many other gaily and attractively costumed groups. This was followed by performances given on two stages erected in the center of the town. Not the least important feature of the celebration was the fact that almost every organized group in the city had some responsibility in the program. A similar celebration was held in Johnstown, Pennsylvania, with a parade, crowds of rollicking folk, mummers and musicians.

The celebration in another Pennsylvania city drew participants from towns and villages within a radius of twenty miles. Originality was given free rein in the preparation of floats, one of which represented the "Toonerville Trolley" with the "Powerful Katrinka" as one of the passengers. In the parade were to be found the Dutch Cleanser girls who performed a snake dance in wooden shoes, hoboes, Gypsies, clowns, and many others in fantastic costumes. The parade was followed by a cake-walking contest, a corn husking contest, dancing and the choosing of the Queen of the Carnival.

In Port Huron, Michigan, local groups cooperated in the arrangement of a mammoth celebration. The Page-Overland

Company donated a large truck which, beautifully decorated, served as a stand for the Committee of Judges which was headed by the Mayor. A platform 15 x 20 feet was erected for the vaudeville performers and the concert, the lumber being donated by a local lumber company, while the labor was given by a contracting firm. The extra lighting of the street with incandescent bulbs and four searchlights was arranged free of charge by the Detroit Edison Company. The Grand Trunk Carmen's Band of 32 pieces played without remuneration.

The program began with the parade, music for which was furnished by the City Band, Carmen's Band and impromptu clown bands. The concert which followed the parade included a snake dance, comic acrobatic acts and band concert, block dancing, games, a bonfire and several impromptu numbers. A committee, with the co-operation of twenty girls, sold 4,000 bags of confetti and three gross of tin horns. The revenue from the sale of these articles was used to help defray the expenses, which were in part met by voluntary contributions.

The largest event of its kind ever held in the City of Orlando, Florida, was the County and City Hallowe'en celebration attended by 10,000 people, in preparation for which sixteen committees worked for weeks. There was a large parade representing all the schools, a number of civic organizations and business houses. The outstanding results as reported by the Department of Recreation were "happiness, decreased vandalism, and a spirit of co-operation."

Other communities have found it well worth while. Why not try a community celebration in *your* town?

NOTE: From Community Drama Service of the P. R. A. A. may be secured a suggested program for the celebration of Hallowe'en. Price 15 cents.

NOTICE

Members who have purchased a copy of the Motion Picture Booklet are asked to send a stamped self-addressed envelope to the National Office before November 1. Please mention that you are complying with the request which appeared in the October number of CHILD WELFARE MAGAZINE.

Department of the National Education Association

The Challenge of Education Week

BY JOY ELMER MORGAN

Editor of the Journal of the National Education Association

SCHOOLS and communities have had "weeks" to distraction, but they haven't stopped celebrating the Fourth of July or observing Christmas. Deep in the lives of our people is a feeling that these days are important, because they symbolize the achievement of our national freedom and the life of the world's greatest religious teacher. Education Week has in it something of the abiding importance that makes the Fourth of July and Christmas significant. It is through education that we maintain our freedom and extend it to the larger things of the mind and the spirit. Let no one look upon Education Week, then, as just one more interference with the routine of school or community life. It is a great opportunity to focus the attention of all of us upon an institution that America has developed more freely than any other great nation.

We may all rejoice that at the meeting of the World Federation of Education Associations at Toronto in August, it was voted to make this movement world-wide, for there are many lands where children have little or no educational opportunity and where schools are not free. America is peculiarly fortunate in that its schools belong to all the people and are kept close to their life and hopes. The purpose of American Education Week is to keep the public informed of the achievements and needs of the schools. We can think of no better yardstick with which to measure these needs and achievements than the seven cardinal objectives of education and life that have been made the basis of the work of the National Congress of Parents and Teachers. There have been many favorable

comments on the 1927 Resolutions of the Congress, which groups its policies and plans under these seven heads. These resolutions, which appear on page 558 of the August CHILD WELFARE MAGAZINE, should be read and reread by every member of the Congress and by every teacher. They might well be framed and hung in schools where parent-teacher associations meet.

The program for American Education Week has also been built around the seven cardinal objectives. Local parent-teacher groups might well have a series of meetings before Monday, November 7, to make plans for the observance of the week. A committee might well be appointed to co-operate with the school authorities in plans for each day. This committee could set down the ways in which local schools are serving each of the seven objectives, and also things that need to be done to enable the schools to serve these objectives better. Ways in which the best schools are achieving these purposes are indicated here. Local committees and educational workers will wish to add other points out of their own experience.

Health Day, Monday November 7, 1927, How schools promote health.

1. By cooperating with parents in an effort to have every beginner enter school free from remediable defects.
2. By providing for every child clean, comfortable, beautiful buildings and playfields, including good light, abundant ventilation, suitable seats, and clean toilets and washrooms.
3. By a wholesome and happy school atmosphere and routine.

4. By wholesome recreation both in and out of doors looking toward the wise use of leisure.

5. By training in health habits in school and co-operation with parents to secure right habits out of school hours.

6. By studying the facts of personal hygiene and public sanitation which everyone needs to know—disease control, garbage, sewage, street cleaning, water supply, pure food, pure air, quiet.

7. By developing an appreciation of health as a foundation of happiness and a vital common enterprise of the race.

8. By regular health examinations and the correction of defects.

9. By making special provision for undernourished or handicapped children.

Home and School Day, Tuesday, November 8, 1927, What schools do to improve homes

1. Make the school building and grounds an example of cleanliness, good order, and beauty worthy to be copied in the best homes.

2. Maintain among the children in school the atmosphere of happy co-operation which lies at the foundation of all successful human relationships.

3. Teach children how to cook, to sew, to repair home equipment, to decorate homes, to manage family budgets, and other essential technics.

4. Provide model home kitchens, dining rooms, sewing rooms, and sleeping rooms within the school and teach their proper use.

5. Magnify the home as one of the finest things in life and help children to appreciate their parents and to understand their own obligation to do their share in enriching home life.

6. Teach city planning, which is essential to satisfactory homes under modern urban conditions.

7. Give vocational guidance and training leading to increased earning capacity and higher standards of living generally.

8. Give training in reading, music, conversation, and other recreations that enrich home life.

9. Show how boy-girl relationships may be kept on a high plane of mutual respect and helpfulness, thus laying the foundation for happy relationships later.

10. Bring school and home into full co-operation through parent-teacher associations so that children are helped by the interest of parents in their school activities.

Know Your School Day, Wednesday, November 9, 1927, How schools encourage learning and thinking

1. By seeking to provide a competent and well-trained teacher in every classroom.

2. By maintaining a vital curriculum, changing to meet evolving social and individual needs.

3. By effective forms of school and class organization with activities that arouse interest and demand thought.

4. By school terms of reasonable length with high regularity in attendance.

5. By means of efficient, well-trained administrative and supervisory staffs.

6. By suitable buildings amply provided with libraries, laboratories, gardens, club rooms, and facilities for other school activities.

7. By helping to maintain a public sentiment that demands adequate educational facilities for all children.

8. By teaching the common branches which are the tools of learning and developing skill in the technics of learning.

9. By making the atmosphere of the school such that children will acquire the spirit of learning with a strong bent toward learning as a lifelong enterprise.

School Opportunity Day, Thursday, November 10, 1927, How schools develop vocational efficiency

1. By developing sound working attitudes and habits within the school—joy in work, appreciation of the dignity of labor, the service ideal.

2. By helping each child to understand and develop his individual gifts.

3. By aiding children to explore vocational fields and to fit themselves into those for which each is well suited.

4. By specific training for vocations taught in technical schools, continuation schools, co-operative schools, night schools, and extension classes.

5. By insisting that vocational life be constantly liberalized and fertilized by the search for better ways of doing things and the application of finer elements.

6. By cultivating qualities of character and personality essential to the highest success in any occupation.

*Armistice and Citizenship Day, Friday,
November 11, 1927, How schools
prepare for useful citizenship*

1. By making the school a little democracy in whose activities all have an interest and a share.

2. By helping each child to study the needs of people as illustrated by his neighborhood and to understand how those needs are served by government, by corporations, or by individual enterprise.

3. By so arousing the interest of young people in the record of human progress that they continue their reading, observation, and reflection after they leave school.

4. By teaching children the facts about voting, holding office, sincere and intelligent public sentiment, the solution of public problems by persons who have no selfish interest to serve, and other ideals which look toward wise management in community, state, nation, and the world.

5. By attention to current economic and social problems and the various solutions that are proposed.

6. By helping young people to understand the spirit of fairness, justice, research, and good will which should govern the approach to all controversial problems.

7. By developing an appreciation of and loyalty to the principles that underlie our American democratic government.

*Community Day, Saturday, November
12, 1927, How the schools train for
the wise use of leisure*

1. By introducing young people to a wide range of life interests.

2. By teaching the use of books and libraries and developing wholesome reading ap-

petites closely related to each of the great objectives of education and life.

3. By developing appreciation of fine music and skill in singing, playing, and dancing.

4. By having children participate in games and sports which may be easily continued into the after years.

5. By providing experience in pleasant social life through school activities and clubs.

6. By cultivating in children a love of the out-of-doors—appreciation of flowers, animals, landscape, sky, and stars.

7. By giving children an opportunity to develop hobbies in various creative fields—gardening, mechanics, applied arts, fine arts, architecture, city planning.

8. By making the school and its playfields the center and servant of a wholesome and satisfying neighborhood life.

9. By calling attention to various recreational agencies and the values which they serve—theaters, concerts, libraries, radio, periodicals and newspapers, museums, parks, playgrounds, travel.

*For God and Country Day, Sunday,
November 13, 1927, How the schools
build ethical character*

1. By helping each child to develop high standards of physical and mental fitness.

2. By training the senses in classroom, shop, laboratory and playground so the children know how to gather and use data accurately.

3. By surrounding children with an atmosphere of the true, the good, and the beautiful.

4. By giving training in collecting and weighing the evidence bearing on various problems of everyday life.

5. By bringing all the children together and teaching them to work together in friendly co-operation.

6. By building into the lives of children the best ideals of health, home, learning, citizenship, vocation, and leisure.

7. By surrounding children with teachers who are genuine, cultivated, earnest, and happy. No one can *teach* more than he *is*.

Where additional material may be had.
—The files of the CHILD WELFARE MAGAZINE are rich in material covering each of the cardinal objectives of education. The Proceedings of the Oakland Convention of the Congress, which may be had from Congress headquarters for one dollar, contain material which may be made the basis of papers and talks. The suggested program prepared by the National Education Association and the American Legion may be found in the CHILD WELFARE MAGAZINE for September. The October *Journal* of the National Education Association will have eight pages devoted to Education

Week. Every public library will be glad to set aside on special shelves, books and periodicals for the use of committees and others working on Education Week projects.

A final challenge.—In the end our schools will be as good or as poor as the people want them. Every program that magnifies childhood, that ennobles the school in the eyes of the community, that elevates teaching, or that sets people thinking about the basic values of education and life makes the task of every parent easier. During this one week each year let us all join hands in behalf of the American school.

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

A

FAMILY:

- J "Alice in Wonderland" (Story by Lewis Carroll)—Pictorial Clubs, released by Pathé. Reissue of an old film, reedited and retitled. Always of interest to children. 5.
J "The Circus Ace" (Tom Mix and Tony)—Fox Film Corp. 6.
"Fast and Furious" (Reginald Denny)—Universal. 6.
"Judgment of the Hills" (Frankie Darro and Virginia Valli)—Film Booking Office. 7.
"The Land Beyond the Law" (Ken Maynard)—First National. 6.
"Naughty But Nice" (Colleen Moore)—First National. 7.
J "No Man's Law" (Rex, the Horse)—Pathé. 7.
"Out All Night" (Reginald Denny)—Universal. 6.
"Time to Love" (Raymond Griffith)—Paramount Famous Lasky. 6.
"We're All Gamblers" (Thomas Meighan and Marietta Milner)—First National. 7.
"White Pants" (Johnny Hines)—First National. 6.

B

- "Finnegan's Ball" (Cullen Landis)—Masterpiece Pictures. 7.
"Hazardous Valley" (David Torrence and Virginia Faire)—Masterpiece Pictures. 6.

WESTERNS:

- "Good As Gold" (Buck Jones)—Fox Film Corp. 5.
"Range Riders" (Buck Jones)—Universal. 5.
"Ridin' Rowdy" (Buffalo Bill, Jr.)—Pathé. 5.
"The Royal American"—Rayart Picture Corp. 5.

- "Tom's Gang" (Tom Tyler and His Gang)—Film Booking Office. 6.

A

ADULTS:

- "The Country Doctor" (Jos. Schildkraut)—De Mille Prod., released by Pathé. 8.
"The Great Mail Robbery" (Theodore Vontz)—Film Booking Office. 6.
"Madame Pompadour" (Dorothy Gish and Antonio Moreno)—Paramount Famous Lasky. 7.
"Service for Ladies" (Adolphe Menjou and Katherine Carver)—Paramount Famous Lasky. 7.

SHORT REELS—COMEDIES:

- "Art for Heart's Sake" (Felix the Cat)—Pat Sullivan Cartoon. Educational. 1.
"Barn Yarns" (Felix the Cat)—Pat Sullivan Cartoon. Educational. 1.
"Haunted Spooks" (Reissue—Harold Lloyd)—Pathé. 2.
"Love My Dog" (Our Gang)—Pathé. 2.
"The Love Nest" (Cartoon—Aesop Fable)—Pathé. 1.
"Snookum Cleans Up" (Snookum)—Universal. 2.

PATRIOTIC (Columbus Day):

- "Columbus" (Pictures the struggles to obtain aid in Spain, the voyage and discovery of America)—Chronicles of America Series—Pathé. 4.

A—Good.

B—Harmless, but second rate as to plot and production.

J—Children under fourteen.

"Family" pictures are recommended for the family and children of twelve years and over.

"Adult" pictures are recommended for those of mature viewpoint and experience.

Figure to right indicates number of reels.

Average time to show one reel, twelve to fifteen minutes.

Safety

Conducted by the Education Division,
National Safety Council

Fire Prevention Week

*The Starting Point of an All-the-Year-Round
Prevention Campaign*



"Fire loves a disorderly housekeeper"

OCTOBER 9th is the anniversary of the Great Chicago Fire. On that day in 1871 Mrs. O'Leary's cow kicked over the lantern and started the conflagration which destroyed the entire city and took a toll of 200 lives. This famous cow has become the symbol for the everyday carelessness which causes our enormous annual fire loss; and October 9th is now commemorated by the observance of Fire Prevention Week.

Last year over 570 million dollars' worth of property was destroyed by fire in the United States. More important than this is the fact that some fifteen thousand persons are burned to death annually—a tremendous waste of life due, for the most part, to small bits of carelessness.

Fire Prevention Week, October 9-15 this year, is designated as a period in which the attention of every citizen shall be centered on the dangers to life and property which lurk in fires, and the methods by which most fires can be prevented. In order, however, to make the week of lasting benefit, every observance should work toward definite and permanent improvement in local conditions. Without such definite plan fire prevention will soon be forgotten when the week has passed. The observance of October 9-15 should, therefore, be the starting point of a continuous campaign extending throughout the fifty-two weeks of the year.

In the August number of CHILD WELFARE MAGAZINE your National President announced the publication by the National Safety Council of blanks for Home, School and Community Safety Surveys. No more

appropriate time than the second week in October could be selected for inaugurating the home and community surveys, giving particular attention to the fire hazards discovered. If a thorough investigation of conditions in the school building was not made before the new term began it will perhaps be possible to have the school survey made with the help of the pupils themselves. The survey blanks are available at the Headquarters of the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C.

A study of the causes of fire in your particular school district will yield valuable data for a fire prevention campaign, and your local fire department will undoubtedly be only too glad to cooperate in such an undertaking.

In Memphis, for example, the Safety Division of the Chamber of Commerce compiled and classified data from authoritative records of the Fire Department. The causes of local fires were listed by school districts. See page 77.

A Parent-Teacher Association would find it valuable to undertake a similar compilation of data and make it available not only to other community groups but to the school authorities, as a basis for planning school safety lessons.

Some of the other things which your Association might do during Fire Prevention Week are:

1. Send letters to homes in the district, listing the important fire hazards and urging a clean-up campaign.

2. Send speakers to address local community gatherings on the subject of fire prevention.

3. Secure the co-operation of the newspapers in giving special publicity, such as a fire prevention supplement.

4. Place posters in shop windows, etc., urging a clean-up campaign.

5. Work with the school authorities in planning a full program of school activities for the week. Endeavor to have each child carry the message home to his parents and help with the home safety survey.

6. Near the end of Fire Prevention Week plan a meeting inviting the entire school district to attend. Some suggestions for the program are:

Reading of the President's or Governor's proclamation of Fire Prevention Week.

Talk by a pupil—"Why We Have Fire Prevention Week."

Talk by a member of the Fire Department—"What Fire Means to a Fireman and How We May Help Him."

Presentation of Award for Prize Essay on Fire Prevention.

Talk on "The Significance of the Fire Waste" by the principal or a member of the Parent-Teacher Association.

PLAYS

"The Trial of Fire."

Published by the National Fire Protection Association, 40 Central Street, Boston. (Free).

"Bruin's Inn"—By Anne Townsend.

Published by the Education Division, National Safety Council, 120 West 42nd Street, New York City. (25 cents).

"The Lost Camping Place"—By Mary Foote.

Published by the Education Division, National Safety Council, 120 West 42nd Street, New York City. (25 cents.)

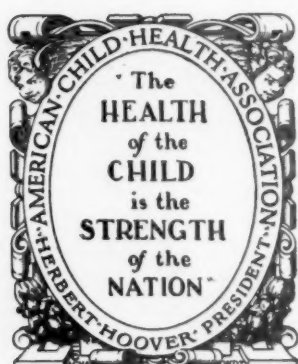
* * *

The National Fire Protection Association at 40 Central Street, Boston, publishes a handbook of suggestions for planning observance of Fire Prevention Week. Posters and other literature may also be secured from this Association.

Information on various problems relating to home and community safety may be secured from the National Safety Council, 108 East Ohio Street, Chicago, or from the Council's Education Division, at 120 West 42nd Street, New York.

CAUSES	SCHOOL DISTRICTS											
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Grass Fires.....												
Unknown Causes, Probably Largely Preventable.....												
Autos—W.S. Circuit, Motor Backfired, etc.												
Sparks on Roof.....												
Miscellaneous Known Causes.....												
Stoves, Furnaces, Boilers, Pipes, Grates....												
Rubbish and Litter.....												
Defective Chimneys and Flues.....												
Chimneys Burning Out.....												
Matches, Playing with, Careless Smokers...												
False Alarms.....												
Defective Wiring.....												
Explosions, Gas, Gasoline and Kerosene....												
Hot Ashes and Coals.....												
Incendiarism and Suspicious of.....												
Ignition of Hot Grease, Oils, Tar, Wax, etc.												
Spontaneous Combustion.....												
Total Number Fire Department Runs, 1926.												
Persons Burned to Death—All Causes.....												





Child Health

Conducted by the

AMERICAN CHILD HEALTH ASSOCIATION

ALICE FISHER LOOMIS, Editor

in cooperation with the professional Divisions
of the Association

A School Health Program for Parent-Teacher Associations

This article is one of the series that has appeared at irregular intervals during the current year, each discussing some feature of the health protection of the child in school. Subjects yet to be discussed are "The Nutrition Program" and "The Health Examination."—Editor.

PART V

THE SCHOOL CHILD'S PLAY

BY ETHEL PERRIN

THE play of children, far from being a mere idling away of the time, is as essential to their well-being as food or shelter. It is their great preoccupation and their preparation for adult life. Just as a kitten chasing a flying leaf—hiding from it, pouncing on it—is unconsciously training itself to be a hunter, so a child through his play is developing the faculties he will need in manhood.

The reasons for play in childhood may be briefly stated thus:

1. Play is the natural method for developing body and mind.
2. It is an emotional need.
3. It develops the body through big muscle activities.
4. It develops resourcefulness, the safety

"Play builds the child. It is the essential part of education. It is nature's prescribed course. School is invaluable in forming the child to meet actual social opportunities and conditions. Without the school he will not grow up to fit our institutions. Without play he will not grow up at all."—Joseph Lee.

instinct and teamwork.

5. Learning to play games, to swim, climb, hike, etc., in childhood, develops both a skill and a taste that are useful in grown-up life.

A Place To Play

By the time children are old enough to go to school they are tending to play in larger groups and the discipline of the "gang" or the "team" is becoming stronger. Less of their play takes place in the home or close by and some sort of outdoor playground they must have, with some degree of equipment.

The more fortunate schools have gymnasiums, playgrounds, apparatus and play leaders. Other schools have none of these advantages. In these cases it is eminently proper that the parent-teacher association

concern itself with the children's leisure, and see that somehow, somewhere, opportunity is provided for organized play, and the children are not left to loaf away their spare time.

Not too much is needed either of equipment or of supervision. Too often children may be seen walking right past the playground gates to a nearby vacant lot, the only furnishings of which are a few mounds and scraped out holes, a few tin cans, a few scraps of wood and a laboriously built ball field kept hand plucked of its obstreperous weeds and stones. Children made it, so in your eyes let it pass for a baseball diamond. In theirs it *is* one.

Let us give children as much opportunity as possible to construct their own outdoor play equipment. Why shouldn't new public playgrounds be built by the children themselves? Think of a child's joy in helping to dig the playground jumping pit, even if his small share is but lifting out one or two tiny shovels of dirt. In his eyes, that hole will be glorified for years; his part in digging it may become a part of playground tradition that will mark him as one of the oldest inhabitants. Newer arrivals may point him out and say he helped dig their jumping pit. If digging the jumping pit should be his one claim to distinction, how much his self-esteem will rise on this account!

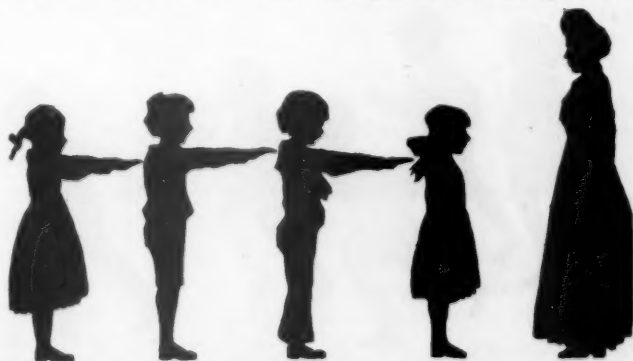
Similarly sand boxes may be made, frames built and sand carried, by the older children. Big boys may with profit make their own running tracks. This may mean carting cinders in wheelbarrows, but such

a task will be sought as a privilege, and the play-work of building the track will rival in interest its use after completion. Such an activity will give opportunity to put into practical use some of the lessons of the schoolroom. The pacing and measuring of distances, for instance, and the accurate marking of them on the track, what are they but the application of the rules of arithmetic? Again, the knowledge required to build hurdles and the standards for running high jump were acquired in the manual training class. The skill acquired there can be effectively used in making the delicate adjustments that save the jumper from accident if he fails to clear.

Guidance In Play

Guidance becomes more necessary when children grow up in the artificial surroundings of cities which deny them many of the experiences that come to the country child. Learning by experience is Nature's way, and the best guidance is that which simply gives a direction or a stimulus to the child's play and interferes as little as possible with the lessons of experience.

This does not mean that instruction in definite games is undesirable. On the contrary, help in acquiring skill in games and in outdoor activities is valuable to children at this period, and to some degree the skill will remain all through life. A man who has learned to swim as a boy will have no hesitation in striking out as a man, even though he may not have been in the water for years. So with games; he will "pick up"



READY FOR RECREATION 1906

tennis or handball, while in middle life he will be unlikely to begin to learn these games. And, generally, he will be more likely to be "athletic," as we say, if the taste has been implanted in childhood, when skills are more easily acquired.

The good playground director or director of physical education in the school will not think of himself as a "dictator," but will let the children share in planning their own activities, helping them thus to develop initiative and self-direction. In so doing, he will also be on guard to give them all the protection they need—to see that the younger children are not crowded off the play space; to watch over their safety; to observe their physical condition, and give specialized attention to cardiac cases or to children who are underweight or suffering from chronic fatigue.

Interested as the teacher or director may be in improving the health of his pupils through their play activities, he cannot appeal to them on this ground. Children care little whether or not they are healthy, but they do care about physical accomplishment. The idea of "keeping fit" in order to excel in some race or game provides a powerful incentive to children of all ages. As adolescence approaches, it takes on a wider significance. At this age, children are very keen to give service, and keeping fit can be held up to them as a patriotic duty and a preparation for meeting the demands that life or country may at any time make of them.

Athletics For All

That school is happy which provides interesting activity for *all* its children. In colleges and high schools the picked team is too often coached at the expense of the rest of the student body. The athlete is carried to further achievement and success on the shoulders of the masses; that his body may be developed to super-proportions, the bodies of his classmates receive only sketchy attention from the professional coach or physical education director. Those who are privileged to pass in and out of school buildings notice the same pernicious practice creeping into the elementary schools.

Childhood is distinctly the time of life when habits are formed, and if any individual is denied then the opportunity to acquire happy, wholesome habits of joyous out of door recreation, there is little hope that he can change his ways in adulthood. So the burden is upon the school system to provide this opportunity for every child.

The Parent-Teacher Association, which is a conference body harmonizing the aims of home and school, may be of great assistance in working towards the ideal of adequate recreation for every child. Public opinion, that now seems to favor the specially trained team, can be influenced to demand equal rights for all. The interest of *all* the parents can be enlisted, including those who are naturally proud of sons or daughters who have won distinction in the athletic field. Letters to the newspapers, and if possible editorials, may help



READY FOR RECREATION 1926

E. J. LANSING

to counteract the interest aroused by the news account of the glories of the winning team.

Special teams offer many advantages to those who are already proficient in their accomplishments; it is only when they are fostered *at the expense of the rest of the pupils* that they are to be condemned. Give the team the practice it requires, train it in those habits that develop the best physique and endurance, but do not deny this knowledge and opportunity to the pupils who need it most.

Equal Opportunity For Boys and Girls

Another practice found too often in high schools—which must not be allowed to creep into elementary schools—is that of depriving the girls of the use of the playground or the gymnasium in order that boys' teams may get all the practice that they need or desire—girls often being appealed to on the ground of "school spirit," and being asked to give up their chance to use the gymnasium or grounds so that the team may be better prepared to win. The result for the girls is that their opportunity for active physical play is curtailed, yet they need this play for their development as much as do boys and they need even a little more than boys, the trained habit of physical exercise. This is because the wish for vigorous physical exercise seems to be less instinctive in them than in boys. They have, also, an additional reason for needing this habit—that when the time comes for childbearing their muscles may have strength to perform this function more easily.

Joseph Lee has said that between the ages of eight and fourteen "every girl should play with boys and should be encouraged to be as much of a boy as possible. She should learn to give and take, to accept defeat and hard knocks without crying or having her feelings hurt or becoming tragic over it. She should even carry the experience of the Big Injun age so far as to acquire a rudimentary sense of jus-

tice, a quality not necessarily detracting from the eternal feminine. In short, a girl should be a tomboy during the tomboy age, and the more of a tomboy she is, the better."

Play For Young and Old

There is no age limit for play. It is a tonic to cure the many ills of professional and business men and women, sitting all day in a stuffy office with little respite from responsibility and no physical relaxation. It invigorates parents and narrows the gap of years existing between them and their children. Nothing more tends to hold a family together than some form of play, indulged in from time to time, in which all the members—young and old—take part. Play brings the classroom teacher in spirit and understanding closer to her pupils. She no longer stands out as a lone exponent of knowledge, but is placed on a level with the gymnasium teacher who symbolizes play and fun. Through her personal interest in the play activities of her pupils she will gather information that will help her in teaching and will provide an avenue through which to introduce the big health program she is trying to put across.

Questions the Parent-Teacher Association May Ask Itself

1. Is there a playground connected with the school?
2. Is it large enough to give every child in the group a chance? Or when a game of soccer or baseball is on, does this monopolize the whole space?
3. Do all the children have an opportunity to use it? How many do use it? Do girls have the same advantages as boys?
4. Is the school program of recreation so arranged that every child has a place on some team?
5. Is the condition of the individual children considered by the playground director in selecting their activities?
6. If a child needs rest in place of play, is he given this opportunity?

Library Service for Everyone

BY JULIA WRIGHT MERRILL

*Specialist in Library Extension, American Library Association
Associate Manager, Bureau of Education Extension, N. C. P. T.*

THE school and the library are the two legs upon which the body politic stands. . . . Both institutions are maintained by public funds to develop more competent citizenship. One exists to start education; the other to continue it. The free school came first. The free library follows as inevitably in a democratic country as freedom of thought itself." So speaks the editor of the *Journal of the National Education Association*, Joy Elmer Morgan.

That the public school has advanced so rapidly in recent years is in large part due to the careful study, intelligent understanding and active work of the National Congress of Parents and Teachers, the state, county and local associations. Equally fine support has been given library extension, in New Jersey, in Ohio, in California, for example. It is needed in many more states, if library opportunities are to be equalized. For over forty-five million people in the United States alone (five million more in Canada) are still without public library service, are dependent on far away state service, or perhaps have not even that help. More than a third of the counties have not a single public library within their borders. Many of the six thousand public libraries are so poorly supported as scarcely to deserve the name.

Against this dark picture must be set the fine service of many city libraries, with adequate support, able personnel and a network of branch libraries, stations and school deposits, making books and skilled service accessible all over their territory; and the rise of the county libraries giving comparable service, through extension agencies of all kinds, to the open country, the villages and smaller cities. The 237 county libraries now in existence are found in 34 out of 48 states. Of California's 58 counties, 46 have county libraries. In New Jersey, a

third of the twenty-one counties have them, and one or two are added to the number each year. Thickly settled New England has service for most of its "towns"—small rural units. Library opportunities *can* be equalized!

WHEN a whole state has moved along a definite program of library development, there are usually three underlying causes. The first is strong leadership on the part of a state department created for that purpose. It may be called a state library department, or a state library, or a state library commission, or the library division of the department of education. Under any name, its service in library extension corresponds to that of the state department of education in school development. It gives advice and help by correspondence and small publications, or through field agents, on the ground, to communities wanting to establish libraries or improve the ones they have. It works actively for county library development. It collects and publishes information about library conditions in the state. It carries on state-wide library publicity. It supplies books directly to individuals and groups that have no local library service—a temporary function—and supplements city and county libraries by lending them unusual or expensive books, urgently needed by individual readers but needed only occasionally.

Every state needs such an active state library extension agency. Yet seven states—Arizona, Montana, Nevada, New Mexico, South Carolina, West Virginia, Wyoming—have nothing of the sort, several have passed laws but made no appropriations, and others have agencies so handicapped by lack of funds for travel, for books, for skilled personnel, that they cannot give forceful leadership.

THE next requisite is adequate legislation for public library establishment and development—laws that make it easy to start libraries, that provide adequate support for them, once established. In a number of states, the library laws need revision. Nine states outside of New England still have no laws permitting county libraries.

The third necessity is for intelligent understanding and support on the part of the citizens in general and particularly of such organizations as the parent-teacher associations. What any association, from the smallest local to the state association can do is to:

Study library conditions in its neighborhood, city, county, state.

Learn what good library service is.

Use the library facilities it has to the limit.

Work for the improvement and extension of library service.

Just how this can be done, most easily and effectively, will be discussed under several divisions, state, county, local, in future articles and in a library extension leaflet.

National, co-operative work for library extension has already begun. The National Congress has appointed a bureau specialist in library extension in its Bureau of Education Extension, to work with several national committees and the state associations, and to give consulting service. It asked the national library organization, the American Library Association, to delegate some one for the new position. The A. L. A. chose its own library extension specialist (the executive assistant to the Committee on Library Extension) who had come to it with a background of experience in state extension work in two states, in campaigning for county libraries, in administering county library service and city library extension. National field work takes her over the United States, especially in states without active state library extension

agencies, so that she may be able to advise with state P.-T. A. officers on the ground, or occasionally, attend state meetings. Where there is a strong state library extension worker, however, the state president should call on her for help.

Within the American Library Association the bureau specialist is also executive assistant to a "Committee to Co-operate with the National Congress of Parents and Teachers," including the chairmen of several committees and sections which have interests in common with parents and teachers, such as adult education, children's librarians, school librarians. This makes the bureau specialist a connecting link between a group of committees in the National Congress and another group in the A. L. A. and enables her to secure advice and help outside her own specialty.

The National Congress has already endorsed the county library. It has done fine work through its Committee on Children's Reading, with Miss Sarah Askew as chairman. It is ready now to work for equalization of library opportunity—adequate public library service within easy reach of everyone.

NOTE.—For a general understanding of the subject, read "Library Extension; a Study of Public Library Conditions and Needs." A. L. A. 1926. A free copy in paper will be sent any state president on request, while the small supply lasts. Copies in the regular cloth edition are sold at \$1.75, and might well be bought by the state associations for circulation. They can also be borrowed from state library extension agencies or the larger libraries. The summary and the statistical tables by states are printed separately and are free.

A folder and a booklet, "Equalizing Library Opportunities" and "Rural Public Library Service" can be supplied for distribution at state meetings.



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Just how this can be done, most easily and effectively, will be discussed under several divisions, state, county, local, in future articles and in a library extension leaflet.

National, co-operative work for library extension has already begun. The National Congress has appointed a bureau specialist in library extension in its Bureau of Education Extension, to work with several national committees and the state associations, and to give consulting service. It asked the national library organization, the American Library Association, to delegate some one for the new position. The A. L. A. chose its own library extension specialist (the executive assistant to the Committee on Library Extension) who had come to it with a background of experience in state extension work in two states, in campaigning for county libraries, in administering county library service and city library extension. National field work takes her over the United States, especially in states without active state library extension

agencies, so that she may be able to advise with state P.-T. A. officers on the ground, or occasionally, attend state meetings. Where there is a strong state library extension worker, however, the state president should call on her for help.

Within the American Library Association the bureau specialist is also executive assistant to a "Committee to Co-operate with the National Congress of Parents and Teachers," including the chairmen of several committees and sections which have interests in common with parents and teachers, such as adult education, children's librarians, school librarians. This makes the bureau specialist a connecting link between a group of committees in the National Congress and another group in the A. L. A. and enables her to secure advice and help outside her own specialty.

The National Congress has already endorsed the county library. It has done fine work through its Committee on Children's Reading, with Miss Sarah Askew as chairman. It is ready now to work for equalization of library opportunity—adequate public library service within easy reach of everyone.

NOTE.—For a general understanding of the subject, read "Library Extension; a Study of Public Library Conditions and Needs." A. L. A. 1926. A free copy in paper will be sent any state president on request, while the small supply lasts. Copies in the regular cloth edition are sold at \$1.75, and might well be bought by the state associations for circulation. They can also be borrowed from state library extension agencies or the larger libraries. The summary and the statistical tables by states are printed separately and are free.

A folder and a booklet, "Equalizing Library Opportunities" and "Rural Public Library Service" can be supplied for distribution at state meetings.



EDITORIAL

THE open season for house guests is still on. It might be well for us who have visited or been visited this summer to stop and look over the situation, possibly making some deductions for help in future conduct. As a guest did we (or they) center the household around us and our demands, or did we try to fit into the family life, contributing to its happiness and comfort? Did we, in cases where little or no help was employed, keep our own room in order? Did we ask for or hint about extravagant entertainment or food? There are a host of similar pertinent questions for our digestion and perhaps chagrin.

Speaking of questions, have you tried "Ask me another" on your own school system? By making it a game we might find out what our teachers' background is, where they live, how the school revenue is derived and spent, how the curriculum is developed, and why one school book is used instead of another. The result might be even more beneficial to parents and teachers than the discovery of "What poet ate green corn with his hat on."

In the *National Municipal Review* for August is an article by Roland A. Vandegrift on "Expenditures for Public Education." His findings are startling, especially as related to the ignorance of actual expenditures in school systems and the wide range of expense for the same results in various places. He says, in conclusion, "Public education is costing too much—not that it is, as yet, consuming a dangerously large amount of our total income, but it can be secured for less by eliminating waste in money, time and energy. Or, if we put it in another way, more education can be secured for the money expended."

The article would make a good loan paper, though it should not be taken as an argument against spending the maximum on the best education.

Did women really want the privilege of voting? Less than half of them, so far, have used it. In the next few months vital issues will be put before the nation, issues to be decided only by the vote of the people. It is an opportunity for us to prove that we believe in our type of governmental control, and for women, especially, it is a chance to prove what we have said so many times, in weak excuse, women will vote when there is a real principle involved.

Hallowe'en, originally a Night of Magic for the elders, especially those seeking for lovers, has come to mean, largely a time for practical jokes, horse play, fun and general jollification for children. It can be made an occasion for teaching children the difference between harmless fun for its own sake and fun that injures someone else. In communities where there is a real community house with a good staff of paid workers, the old problems connected with Hallowe'en have practically disappeared, for the boys and girls of the parish are so happy and tired at the end of a long evening of supervised play, which begins just before dark, that they are well worked out by the time the party breaks up and find no added joy in destroying property or inflicting injury on animals. Where there is no such community house, the opportunity for the Parent-Teacher Association is a magnificent one. The school house is the place, the program can be arranged with the help of the National Chairman of Recreation, and the whole community the next day will rise up to call the Association blessed.

M. L. L.

The Round Table

CONDUCTED BY MARTHA SPRAGUE MASON

CONVENTIONS

THE convention habit is growing. There are thousands of state and national groups meeting periodically because of common interests. It was a wonderful sight at Toronto in August to see the identity of interests among people from different parts of the world, speaking different languages, yet reaching out after the same goal. "Human evolution is progress towards a world-wide cooperative life."

Each of the state branches of the National Congress of Parents and Teachers stages its own convention annually, about one-half of them meeting in the spring and about one-half in the fall. October is the favorite month for the fall meetings.

If we should attempt, even roughly, to estimate the time and money cost of a convention audience, based on loss of salary, transportation and hotel expenses of the delegates, we should run into some astonishing sums. We should be brought to the conclusion that every hour of a convention is valuable and must be used to the best advantage. There is no time to be wasted in beginning late, in futile excuses, in lengthy introductions or flippant stories. The delegates have only a limited amount of time before they must return to the school room, the office or, most frequently, to the mother tasks of feeding, clothing and laundering.

There is no excuse for the speaker to extend his time beyond the limit set for him. "There are no souls saved after the first twenty minutes" is a well-known maxim of the pulpit and not out of form for the convention. The audience enjoys a good twenty-minute paper, looks bored at thirty, ceases to listen at forty and goes out at fifty.

It is a common fault to provide too many speakers at a meeting and so to prolong the

session into an involuntary "hunger strike." There must be something of a sense of leisure at a well regulated convention which will make it possible to grasp essential points clearly, to digest and assimilate them and to go home with a fund of facts and experiences which shall make for strength and efficiency during the coming year. It is a shame to go home from a convention with an exhausted body and a muddled note book.

BUT there is something more to a convention than set addresses, or public discussions which resolve themselves into monologues, or exhibits, or sight-seeing buses. Perhaps the choicest fruit is that which grows from the informal coming together of those who are deeply interested in the same subject. James Harvey Robinson once said in a talk on "Learning" that it seemed to have little to do with studying and less to do with teaching. He went on to say that informal contact is the most fruitful source of mental stimulation. Almost everyone who has attended a Parent-Teacher convention can remember an informal talk with an enthusiastic and experienced worker which has revealed methods and values entirely hidden before.

Is then a convention worth while? By all means, when it is the price of valuable friendships, of mental stimulation and of learning to work together. The *Journal of the National Education Association* has given the convention ideas of two teachers who were returning from a meeting. Said a veteran in the profession: "Years ago, I went to my first national meeting. There I found a friend. That friendship changed the course of my whole life. It has been worth all the dues and all the carfare I have paid through the years for teachers' associations." Said a woman across the

aisle: "I found myself at my first national convention. Until then teaching for me had been a necessary bread-and-butter business. As I listened to inspiring speeches, I became aware that I was a servant in the greatest civic enterprise the world has seen. Eagerness, enthusiasm and faith in childhood came into my teaching then and have made life bright ever since."

What is true of national is quite as true of state and district and county conventions.

As group meetings multiply it is possible that a new form of convention will emerge. Can we picture somewhere in the dim, distant future a meeting in a quiet country or seaside hotel—out of season—with no disturbing traffic or clang of trolley cars; with fresh air and sunshine and beautiful natural surroundings; simple, nourishing food; a few speakers capable of directing vigorous thinking; abundant opportunity for interchange of experiences; and a return home,

physically fit and mentally ready to do better work? Sometime—perhaps!

If we see a better way it is not necessary to be static in our methods of conducting conventions, any more than in our methods of feeding the baby. New and better ways are continually being thought out. Why not pool all our convention ideas through the "Round Table" and get the latest and best thought? The real experts are those who attend. What do *you* get out of conventions, and why? And how could *you* get more from them if they were conducted differently—without weariness of flesh? Why not have a magazine symposium on conventions, carried on in our own homes? Send your ideas to the "Round Table," CHILD WELFARE MAGAZINE, 5517 Germantown Avenue, Philadelphia, Pa.

"An educated person is one so at home in the company of ideas that he is not afraid of a new one."

Pamphlet Service

BY FRANCES S. HAYS

National Extension Secretary

PAMPHLET Service is being developed at the National Office as a substitute for the Loan Paper Service. Years ago when pamphlets about the child were scarce, mimeographed loan papers filled an important need. Now there is a wealth of printed material on every phase of child life. Widely known authorities are writing in brief, practical, non-technical English which any parent will enjoy. Many of these pamphlets are free. Others cost from five to twenty-five cents. The only difficulty met in selecting titles to announce for use by parent-teacher associations is the quantity of tempting material.

The National Office will shortly have on hand a complete supply of these pamphlets. They can all be obtained from the organizations which publish them, if preferred. The National Congress is offering this service in order to have this literature available from one center, thereby obviating the necessity of writing to many different organizations for it. Titles will be added as desirable publications are found, and the list will appear in the November issue.

Complete lists of the publications of the following organizations may now be had for the asking at the National Office or at the addresses given below:

American Child Health Association, 370 Seventh Avenue, New York City.
 American Humane Education Association, 180 Longwood Avenue, Boston, Mass.
 American Library Association, 86 E. Randolph Street, Chicago, Ill.
 American Social Hygiene Association, 370 Seventh Avenue, New York City.
 Bureau of Education, U. S. Department of the Interior, Washington, D. C.
 Children's Bureau, U. S. Department of Labor, Washington, D. C.
 International Kindergarten Union, 1201 Sixteenth Street, N. W., Washington, D. C.
 National Amateur Athletic Association, Room 1407, 2 West 46th St., New York City.
 National Child Welfare Association, 70 Fifth Avenue, New York City.
 National Committee for Mental Hygiene, 370 Seventh Avenue, New York City.
 National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.
 National Safety Council, 120 West 42nd Street, New York City.
 National Thrift Committee, 347 Madison Avenue, New York City.
 Playground and Recreation Association of America, 315 Fourth Ave., New York City.
 U. S. Department of Agriculture (selected list), Washington, D. C.



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America the Beautiful (Bates-Ward); 2. *Battle Hymn of the Republic*. *Columbia the Gem of the Ocean* (On Organ)—MARK ANDREWS. . . 20745—75c.

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London Bridge; 2. *Here We Go Round the Mulberry Bush*. *Soldier Boy*; 2. *The Muffin Man*—VICTOR ORCHESTRA. . . 20806—75c.

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Study Program I

This is the second of a series of outlines based on

PARENTHOOD AND THE NEWER PSYCHOLOGY

BY FRANK HOWARD RICHARDSON, M.D.

CHAPTER III—THE STRANGEST THING IN THE WORLD—OUR CONSCIOUSNESS QUESTIONS

1. The mind of a person is made up of the sum total of all the experiences through which he has passed since birth, plus every impression that has ever touched him in passing. It is not possible for one to carry all these impressions in the conscious mind. Most of these we force back "out of mind" into the unconscious. We say we "forget" them; those things which we "remember," we fail to suppress. Define more fully, "forgetting" and "remembering," according to the conception of modern psychology. See pages 33-34.

NOTE.—Perhaps some class members have used the term "subconscious" instead of "unconscious." Frederick Pierce in "Understanding Our Children" (page 33) says, "We analytical psychologists call it *unconscious*, because we think the term more accurately descriptive."

2. Compare the mind to the ocean; to an iceberg; to a store house. Pages 25-36.

3. Explain the "stream of thought." Page 39.

4. We are possessed of two minds—the conscious and the unconscious. The conscious is ruled largely by reason and logic; the unconscious is ruled principally by emotion. What mind dominates in establishing the conventions of civilization? what mind dominates primitive man? the child? Page 40.

5. What mind has control of our "sense of humor"? embarrassing mistakes? the functioning of heart, lungs, glands, dreams? Pages 39-41.

6. Define the "censor." Page 42.

7. To what extent and by what means may the unconscious mind be controlled?

8. "Our civilization is built upon inhibitions." Explain this statement. Name some of these inhibitions.

CHAPTER IV—THE MOST UNREASONABLE CREATURE IN THE WORLD—MAN, THE "REASONING" BEING QUESTIONS

1. The child's actions are based for the greater part not upon reason, but upon impulse and desire. In the light of this principle, explain why a child may dash out into the street in the face of danger; why he may snatch a toy from his playmate; why he cries when he sees another child cry; why he laughs when he sees another child expressing joyful emotion. Pages 45-47.

2. Why is it necessary in training the child, to make an appeal to the unconscious. Page 47.

3. Are we governed by emotion or reason in choosing our friends; in marrying; in choosing our college; in the books we read? Page 50.

4. What "self" is responsible for the wars of the world? Page 50. Will the evil emotions of the unconscious ever be held in check to the extent that war will cease?

5. Is emotion or reason back of our religion? our politics? Pages 51-54.

6. What is rationalization? It is an attempt to convince ourselves that we have acted from reason and not from emotion. Give other definitions. Why do we rationalize? Pages 54-55.

7. We have heard parents say, "Why did you do this thing?" Taking the child's unconscious mind into account explain why this is the wrong method of approach. Page 55.

8. Psychologists tell us to emphasize and make emotionally pleasant the things which we desire the child to do; to ignore the things we do not wish him to do. In other words we should say, "Do this (pleasant) thing"; avoid saying, "Don't do this!" Give the underlying reason for this sort of procedure. See pages 55-61.

9. Review the practical help obtained in the training of children from a study of the conscious and the unconscious mind.

To the Leader. If possible have a class member review Dr. Weigle's "The Training of Children in the Christian Family," Chapter III, "The Home Atmosphere." Note the author's discussion of the conscious and the unconscious mind, without using these terms, under the headings, "The Impressibility of Children" and "The Rationality of Children."

A Home Project. For one week observe the actions of your children. List the acts that come under the direction of the conscious mind; the unconscious. Bring findings to class and compare results.

SUPPLEMENTARY

Let us use Angelo Patri's delightful little sketches in "The Problems of Child-

hood," as a supplementary accompaniment to "Parenthood and the Newer Psychology."

"DREAMING CHILDREN." Page 107

To the Leader. Have some member read this selection to the class. Discuss the working of the unconscious in "dreaming children."

"FACT AND FANCIES." Page 175

Read this chapter aloud in class. Explain how this little sketch fits in with a study of the conscious and the unconscious mind.

REFERENCES

William J. Fielding, *Psycho-analysis: The Key to Human Behavior*. Little Blue Book No. 190, Published by Haldeman-Julius Co., Girard, Kansas.

Frances G. Wickes, *The Inner World of Childhood*, Chapters 1; 5. D. Appleton and Co., N. Y.

James Harvey Robinson, *The Mind in the Making*, Chapter 4. Rationalizing. Harper and Brothers, N. Y.

Frederick Pierce, *Understanding our Children*. E. P. Dutton and Co., N. Y.

Study Program II

This is the second of a series of outlines based on

THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY

BY LUTHER ALLAN WEIGLE

CHAPTER III—THE HOME ATMOSPHERE QUESTIONS

1. Explain what is meant by "the home atmosphere." Page 33-34.

The Impressibility of Children—The home atmosphere works through three tendencies: sympathy, suggestion, imitation. Page 35.

Sympathy is the tendency to feel as others feel.

1. Describe how the feeling of one person, whether of joy or of sorrow, may com-

municate itself to other members of the family.

2. What is our responsibility as parents for the atmosphere of the home from the "sympathy" or emotional standpoint. Pages 35-36.

Suggestion is the tendency to think as others think.

1. Explain why most of our beliefs and political views are due to suggestion. Page 36. (See also, "Parenthood and the Newer Psychology." Pages 50-54.)

Imitation is the tendency to act as others act.

Give examples from your own experience in which imitation on the part of the child reflected the home atmosphere. Pages 38-39.

THE RATIONALITY OF CHILDREN

1. What is meant by rationality?

2. Children act not only from emotion but also from reason. To what extent does the behavior of his elders influence the child's ideas of life? Page 40.

Note to Leader. If possible, have a member review chapters III and IV in "Parent-hood and the Newer Psychology." Note the discussion of impressionability and rationality of children, using instead the terms, conscious and unconscious.

THE SOCIABILITY OF CHILDREN

1. Are little children sociable beings? Page 42.

2. What is the recapitulation theory? Why does it not have as much weight as formerly?

3. "Doing things for a child does not touch his heart half as much as permitting him to do things for you." Explain why this is true. Page 43.

4. Why does cooperation bring about mutual affection? Page 43.

DOUBLE MINDED HOMES

1. Explain why precept and example should be the same in the home.

2. Give examples of harmful effects in homes in which precept and example have not been the same. Pages 44-46.

QUESTIONS FOR INVESTIGATION AND DISCUSSION

See page 47

REFERENCES AND FURTHER READING. See page 49

SUPPLEMENTARY

The little experiences from real life set down in Angelo Patri's, "The Problems of Childhood" help to make plain the principles discussed in Dr. Weigle's book.

"THE HELPER." Page 167

To be read in class. An example of the happiness which comes to children who bear little responsibilities, especially if they feel that they are thus of real service.

To be read in class. An example of imitation reflecting the atmosphere of the child's environment. "Place a child in the room with some one who is loud-voiced and crude-mannered and inside five minutes the child has raised his voice and taken on the rude manner."

Study Program III

This is the first of a series of outlines based on

TRAINING THE TODDLER

BY ELIZABETH CLEVELAND

BASIC STANDARDS IN CHILD TRAINING

"An attempt to set down in the form of general principles some of the wisdom gained by contact with the children and teachers of the Merrill Palmer School of Detroit.

"Illustrated out of the experience of the Nursery School in dealing with children between two and five, but applicable to other ages in schools and homes.

"Arranged conveniently for the use of groups of parents, classes of girls, and others engaged or interested in the training of little children." Page III.

SOURCE AND AIM

The purpose of "Training the Toddler" is to present the body of teaching which has grown out of the research work of specialists in these fields; to indicate by ex-

ample the processes by which these conclusions have been arrived at; to suggest a method of using individual experiences to contribute to the further evolution of sound theory.

Introductory

THE NEEDS OF THE TODDLER

Significance of the Impressions of Early Childhood.

1. How does the modern state manifest its interest toward the child? Page 3.

2. The active intervention of the state begins when the child is of school age. We hold the school responsible for the education of the school child. Have parents held themselves equally responsible for the education and training of the pre-school child?

3. What place if any, does "natural instinct" play in the training of children. Page 4.

A Better Environment for the Baby.

The period between two to five years has sometimes been called the "neglected age." Give author's argument why at this age the toddler is apt to be neglected. Page 4-6.

Mothers and Teachers. In training young people for parenthood and in the training of parents, what are some of the traditions hard to overcome? Page 6-8.

The Day's Activity of the Three Year Old.

Outline a day's program for the wholesome activity and rest of the three year old, that could be supervised by the mother in the average home. Pages 9-10.

The Demand for Mother Training. What is being done by different agencies to bring about mother training? Pages 10-12.

Early Training and Its Effects on Later Life.

1. In answer to the demand for the proper training of the toddler, we are endeavoring to bring about an educated parenthood and nursery schools are being established. How do nursery schools contri-

bute toward parental education? Pages 12-14.

2. Give the history of the Merrill Palmer School. Pages 14-19; vi-vii.

3. Describe the equipment of the school. What portion of it could be adapted to home use. Pages 19-20.

4. What are the activities of the school day? What ones could be carried out in the home? Pages 20-25.

TWO LIONS IN THE PATH

In making use of the principles of the text, we have to: 1st, approach the argument from a scientific standpoint; 2nd, banish the boggy of heredity. Give author's argument. Pages 26-30.

SEE "TEST EXERCISES." Pages 30-31

A New Advocate for "Training the Toddler." The three small boys in the household of the National Chairman of Study Circles have become somewhat familiar with the titles of many child study publications through frequent mention and general family conversation. Recently, a woman who is assisting us with the almond harvest remarked that she had always rocked her three-year-old to sleep, admitting the fact that she had probably spoiled him. Billy, our ten-year-old, said with an air of serious conviction, "O, but you should read, 'Training the Toddler!'"

SUPPLEMENTARY

The Problems of Childhood, by Angelo Patri.

"WHY." Page 153

To be read in class. Illustrating some of the questions of the three-year-old.

"MAKE UP YOUR MIND." Page 279

To be read in class. Emphasizing the responsibility of parents.

REFERENCES

Groves and Groves, *Wholesome Childhood*. Houghton Mifflin and Co. Boston and N. Y.

See "Training the Toddler," *Some Helpful books*, Page 167.

The Book Page

BY WINNIFRED KING RUGG



THE entire problem of the farming community has been examined by Macy Campbell in his *Rural Life at the Crossroads* (Ginn & Co., \$1.96), and

the answer has been found in the one word "cooperation." This means cooperative marketing on a plan similar to that successfully carried out in Denmark and already tried out here and there in America, as in the case of the California Fruit Growers Association and other organizations. In cooperation Dr. Campbell finds the only remedy for the increasing decay of rural life in this country, caused by the shrinkage of the farmer's dollar and evidenced by the increase of tenant-farmers and mortgages.

It is only by education that cooperation will come, and there lies the special significance of his book to readers of this magazine. Farmers will have to be educated up to the point where they are willing to cooperate but without cooperation they cannot get the necessary education. There must, therefore, be cooperation in the schools; that is, the schools in rural communities must be consolidated.

As head of the department of rural education in the Iowa Teachers' College, Dr. Campbell had ample opportunity to study his subject. He is not content with showing simply the need of cooperative education, but shows how it has already been put into practice in sporadic instances and how it can be made general. The book has received the hearty indorsement of many supervisors of rural education who know what Dr. Campbell is talking about, and we agree with one of them who says that a study of this book will do a great deal to remedy the conditions which are so vividly pictured. It is a valuable book for study groups in rural communities.

Forerunners of Children's Book Week have already come to our desk. Notable in the group is *The Adventures of William Tucker*, by George Halsey Gillham (Boston: Houghton Mifflin Co., \$1.75). This is a story of life on the Mississippi River as seen through the eyes of three boys who spent a summer vacation on a shantyboat. The author himself says that it is the adventures of Huckleberry Finn told "with the sunny side up." The language and the psychology are boyish, the adventures are those that always appeal to boys, such as hunting for buried treasure, fathoming the secret of mysterious houses, and playing the amateur detective. Beside that, there is the daily life on the great river. Mark Twain with Huck Finn and Tom Sawyer and Edgar Lee Masters with Mitch Miller and Kit O'Brien have both contributed to the making of Mr. Gillham's plot and style, but the genuinely happy atmosphere is his own. It is a book for boys from 12 to 14.

* * *

Everett McNeil is continuing his stories about the early French explorations in America. *For the Glory of France* (New York: E. P. Dutton & Co., \$2.00), is woven about the adventures of two lads who stowed themselves away on the vessel of the Sieur de Champlain and came with him to the New World. There is an account of the first settlement at Quebec, the discovery of Lake Champlain and adventures with Indians, moose and bears. What will especially appeal to boys, no doubt, is the surpassing skill at swordplay shown by the two lads, and the way in which they ferret out a mysterious plot against their Captain. This, too, is a book for boys who are in the "between hay and grass" age.

* * *

There is another book of Chinese stories from the hand of Arthur Bowie Chrisman who won the Newberry Medal last year for

his "Shen of the Sea." This time it is *The Wind that Wouldn't Blow* (Dutton, \$2.50), and again the adorable illustrations are from Else Hasselriis's silhouettes.

Some of the stories are ancient, handed down by tongue from the days when there was no writing, others are quite new, all of them are gay, outlandish, yet full of human nature which does not seem so terribly different in China from human nature in America. Mr. Chrisman's special charm, we suppose, lies in the contrast between his preposterous happenings and his quite credible characters, and in the perfectly serene way in which he can contemplate delightfully outrageous behavior.

Mr. Chrisman has used more Chinese expressions and more literal translations of Chinese diction in these stories than in "Shen of the Sea," thus enhancing the quaintness of his style, but at some expense to its simplicity. This has not destroyed the charm and humor of the tales. They are fairy tales of distinction.

* * *

1927 HALLOWE'EN SUGGESTIONS

A TRADITIONAL air of dark mystery and the gay good fellowship of the harvest season combine to make Halloween a night of interesting contrasts and to give it delightful possibilities for social gatherings. Beside the home party, neighborhood and community celebrations have been gaining in favor, providing plenty of fun for young and old and no aftermath of destroyed property.

To meet the demand for new activities for Halloween parties and carnivals, the Playground and Recreation Association of America at 315 Fourth Avenue, New York City, has prepared a bulletin of Halloween suggestions which they will send for the nominal charge of 25 cents. The bulletin contains directions for a "Ghostly Gambol," a novel party devised by Eva Betzner; an easily presented playlet, "The Wise Witch," by Lucy Barton, which has as characters eleven girls; and suggestions for music and dramatics suitable for the evening.

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Ethical Culture School

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OTHER PEOPLE'S CHILDREN

ECUADOR

MOTION PICTURE CENSORSHIP

Through Executive decree a board of censors for motion pictures has been established in the capital of every Province of Ecuador. These boards must pass on all films previous to their public exhibition in the cities and towns of the Provinces. Films depicting crimes and all those which the board of censors deem offensive to public morals are forbidden. For the entertainment of children only such films shall be shown as may have been prepared for this particular purpose or have been especially approved by the board of censors; otherwise the admittance of children under 14 years of age to motion-picture theatres is forbidden.

CANADA

ONTARIO'S "SCHOOLS ON WHEELS"

The Province of Ontario has two "schools on wheels" for the benefit of the children living in remote settlements along the lines of the Canadian Pacific and Canadian National railways. Many of these settlements, made up of the families of men who look after the railroad beds, lumbermen, forest rangers, or trappers, are more or less temporary in their nature and do not have enough children to warrant the opening of a regular school. To meet this situation, the minister of education with the co-operation of the Canadian railroads has worked out a plan, put into operation a few months ago, for traveling schools. Ordinary railway coaches have been fitted up with desks, books, blackboards, and other schoolroom equipment and with living accommodations for the teacher. The two cars now in operation have six or seven points of call apiece, stopping at each place for periods varying from three to six days, according to the number of children. Pro-

vision is not made for settlements with more than 12 pupils as it is intended that where more than this number are collected a regular school shall be opened. All points of call are visited at least once a month, and provision is made so far as possible for the pupils to continue their work between visits. The school cars are given an enthusiastic welcome everywhere, and requests have been received from the adults, many of whom are French-Canadian or of foreign descent, for evening classes, especially classes in English.

CZECHO-SLOVAKIA

APPOINTMENT OF SCHOOL PHYSICIANS

A recent decree of the Minister of Public Health of Czecho-Slovakia orders the school authorities to appoint full-time school physicians in communities where there are more than 1,000 school children. In smaller communities the part-time service of the general health officers will be used for this purpose.

CUBA

CENSORSHIP OF MOTION PICTURES

Censorship of motion pictures is provided by a recent decree of the President of Cuba. A committee of six members under the Ministry of the Interior is appointed to examine all films intended for display in Cuba with power to bar those considered objectionable on the score of morals or offensive to the national honor or that of a friendly nation. Children under 14 years of age may not be admitted to motion-picture performances after 8.30 P. M., except on Sundays and holidays. The fines collected for violations of the decree will be used for the purchase of educational films for the public schools.



STATE CONVENTIONS

- November 1-3—Tennessee, at Chattanooga.
- November 1-4—New Jersey, at Atlantic City.
- November 2-4—South Carolina, at Spartanburg.
- November 3-5—North Dakota, at Fargo.
- November 8-11—North Carolina, at Charlotte.
- November 9-10—Arkansas, at Little Rock.
- November 9-11—Alabama, at Montgomery.
- November 14-18—Texas, at Houston.

COMING!

- Toys That Satisfy
- Christmas Songs and Stories for Children
- What Shall We Get the Children?
- Home Influence and Future Business
- Unconscious Educators
- Are You Crippling Your Child?
- Smother Love
- The Matter-of-Fact Child
- Public Speaking—A Course for Leaders

National Office Notes

BY FLORENCE V. WATKINS

National Executive Secretary

Has each reader of the Magazine seen the announcement of "A Publicity Primer for Volunteer Workers?" This valuable book has been ready for distribution for several weeks and has received much favorable comment. Publicity chairmen in local groups should be sure to secure a copy. The price is but one dollar and it will be found to be worth many times that amount. Well-known publicity workers have prepared a large number of the chapters. Each chapter is packed with helpful suggestions,—some for state workers, but more for local chairmen. Part five, "Worth-Passing-On," shows various kinds of publicity material illustrating the best ways of conducting publicity campaigns and preparing articles in the interest of parent-teacher work—even the best form for writing various letters in connection with publicity. Put a check or money order for one dollar, and an order for a copy in an envelope and send it to the National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C. The book will be sent immediately.

Following the national convention in Oakland last May, a committee was appointed to make a study of the national committees with a view of combining or rearranging them. The committee will report to the September Board meeting in Atlantic City. As this action will result in some changes it has been thought wise not to republish program leaflets until after the Board meeting. There is a sufficient supply of the leaflets known as "organization material" to fill all orders. Many of the program leaflets of last season are out of print and this notice is given so the states will understand why some leaflets are not included in orders sent in before October 15th. The new supply of various program leaflets will be ready for distribution by November first at latest.

Good news for everyone who is interested in the *Proceedings* of the 1927 Convention! These are ready for distribution! Every local association should secure at least one copy for the use of its members. From cover to cover the material is of intense interest.

The convention topic for 1927 was "The Seven-Fold Program of Home and School," and was the same as the seven objectives in education: worthy home membership, sound health, mastery of the tools and technics of learning, vocational effectiveness, wise use of leisure, useful citizenship, and ethical character. The addresses given during the convention were on these topics and are printed in the *Proceedings*.

This year many local units will probably be basing one or more of their programs on these objectives. There is no better source material for such programs than that found in the 1927

Proceedings, and in the booklet on "Source Material for Rural Parent-Teacher Associations." The *Proceedings* cost one dollar, the rural booklet 25 cents, and both should be ordered from the National Congress of Parents and Teachers, 1201 Sixteenth St., N. W. Washington, D. C. The material in these two publications will also be valuable for use during Education Week as this year the topics for the days of that week are those of the Seven-Fold Program of Home and School. Don't delay! Order today!

If there are any local groups which have not secured copies of the 1925 and 1926 convention *Proceedings*, for their association libraries, now is the time to do so. For a short time the following special offer is made for the 1925, 1926, and 1927 convention *Proceedings*: 1927, \$1.00; 1927 and either of the other two, \$1.75; or all three volumes for \$2.50. If each local unit had these three volumes, enough material for programs would be found to keep the group busy for a year. Then, too, the activities mentioned in the reports of the state presidents and the committee chairmen would be most helpful to those who are planning the local program for the year.

Ohio has just sent several interesting pieces of literature to the National Office. One is called "Educational Leaflet for Individual Members." It answers such questions as these: What does membership in the National Congress mean to you? What does your membership mean to the National Congress? What is the relation of the Ohio Branch to the National Congress? What is the relation of your local unit to the Ohio Branch?—How are the dues paid?—How do you become an "educated member"?

The Ohio state treasurer is sending out a printed statement on "dues." The first paragraph gives the per capita dues for state and national membership and definite instructions concerning local dues. Then follow statements on what the dues include, payment of dues, membership cards, and educational leaflet. The state treasurer also sends out an attractive "acknowledgement of dues" which must be greatly appreciated by the local treasurers. Ohio and Ohio's treasurer are to be congratulated on their wisdom in giving this definite help for their locals.

The Federal Bureau of Education, Washington, D. C., has just issued a 13-page booklet of especial interest to the parents of young children and to pre-school groups. It is called "Education of Young Children Through Celebrating Their Successes," and is by Garry Cleveland Myers, Head of the Division of Parental Education, Western Reserve Uni-

versity, Ohio. The booklet may be secured by sending 5 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C. Some of the topics treated are: Developing unselfishness; learning to handle a book; protection or carelessness; wanting to do the right thing; approval and disapproval; celebrating sportsmanship; how we can teach courage; how may we get success, etc. Those of us whose children are grown will certainly be sorry that we could not have had such a book as this when we were struggling with the problems of our young sons and daughters.

One of the best booklets which has come to the National Office in some time is from the Bureau of Education, Department of the Interior, Washington, D. C., entitled, "Parent-Teacher Associations, 1924-1926," by Margaretta Willis Reeve and Ellen C. Lombard. It is Bulletin 1927, No. 11. Our national president writes on the history and progress of the parent-teacher movement and uses a graph to show the growth in membership of the National Congress of Parents and Teachers from the date of organization to 1926, and a table to show the date of organization of each state branch, its membership in 1925-1926, the number of local units in each and the number of members in the largest local unit in each. Miss Lombard writes on program service trends and the expenditures of parent-teacher associations. This Bulletin is just what each local parent-teacher group should order for its members, that they may each become "educated" concerning the parent-teacher movement.

Readers of the magazine will be interested to learn that the National Chairman of Music, Mrs. Margaret Wheeler Ross, has written a book which has received commendations entitled "A Musical Message for Mothers." This book is planned not only for the mothers but for the fathers, to interest both in the development of a more musical America. Mrs. Ross is said to be one of the most active women in musical circles in the country. Her publisher gives the following account of her activities: Mrs. Margaret Wheeler Ross is probably one of the most active women in music in the country. Mrs. Ross is a successful teacher. She has served as president of the State Federation of Women's Clubs and as organizing president of the State Federation of Music Clubs. She is at present Honorary President of the latter. Mrs. Ross is a member of the Board of Education of the State Teachers' College at Tampa; she is a member of the Phoenix Women's Club,



THE FIRST TEN

1. Illinois	2663
2. California	2576
3. Michigan	2461
4. New York	1495
5. Pennsylvania	1273
6. Missouri	1253
7. Texas	1208
8. Iowa	1197
9. Ohio	948
10. New Jersey	889

CHILD WELFARE
Totals as of August 31, 1927

College Club and Musician's Club; a member of the Phoenix Carnegie Library Board and of the Authors' League of America. Mrs. Ross served two years as a Director in the National Federation of Music Clubs and was the official Parliamentarian. She is now the District President, Philippine and Hawaiian Islands.

The Bureau of Education has just issued reading Course No. 31 called "The Appreciation of Music."

In the Hygeia clip-sheet for September, 1927, is a 25-line notice of the Summer Round-Up of the Children under the title "Parents, Teachers Work for Health of Children."

In the last paragraph the statement is made that 1,845 local units have registered in 42 states for the 1927 campaign. Isn't it splendid that this vision of our national president is materializing so splendidly? And what fine publicity for the campaign! The total now has grown to 2,145 associations—still more encouraging!

We had such a pleasant surprise the other day in the National Office when a parcel arrived addressed to the executive secretary. When opened the sight which met the eyes made us fairly gasp with pleasure,—eight fluffy cotton bolls wide open and two just showing their snowy contents. To those of us who had never seen a cotton field in its full glory of open bolls, this was a revelation. We owe thanks to Alabama and Alabama's president, for this treat. The bolls are on exhibition on our mantel and are enjoyed by our visitors as well as by us.

A new publication of the Children's Bureau will interest those parents whose children have impaired sight, "Recreation for Blind Children," Publication No. 172. The price is 15 cents and orders should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C. In ordering material from the Government Printing Office be sure to send cash, as checks, money orders or stamps will not be accepted.

This booklet of 72 pages has sections devoted to games for little children, recreation for older boys and girls, music as recreation for the blind, and equipment for playground, playroom, and gymnasium. A bibliography is also included. If any parent-teacher worker knows of a family in which there is a child who is blind, it might be most helpful to send a copy of this little book to such a home.